PRACTICAL HOME ECONOMICS

FOR TEACHING NUTRITION, FOOD, HYGIENE, CLOTHING, HOMEMAKING AND HEALTH.

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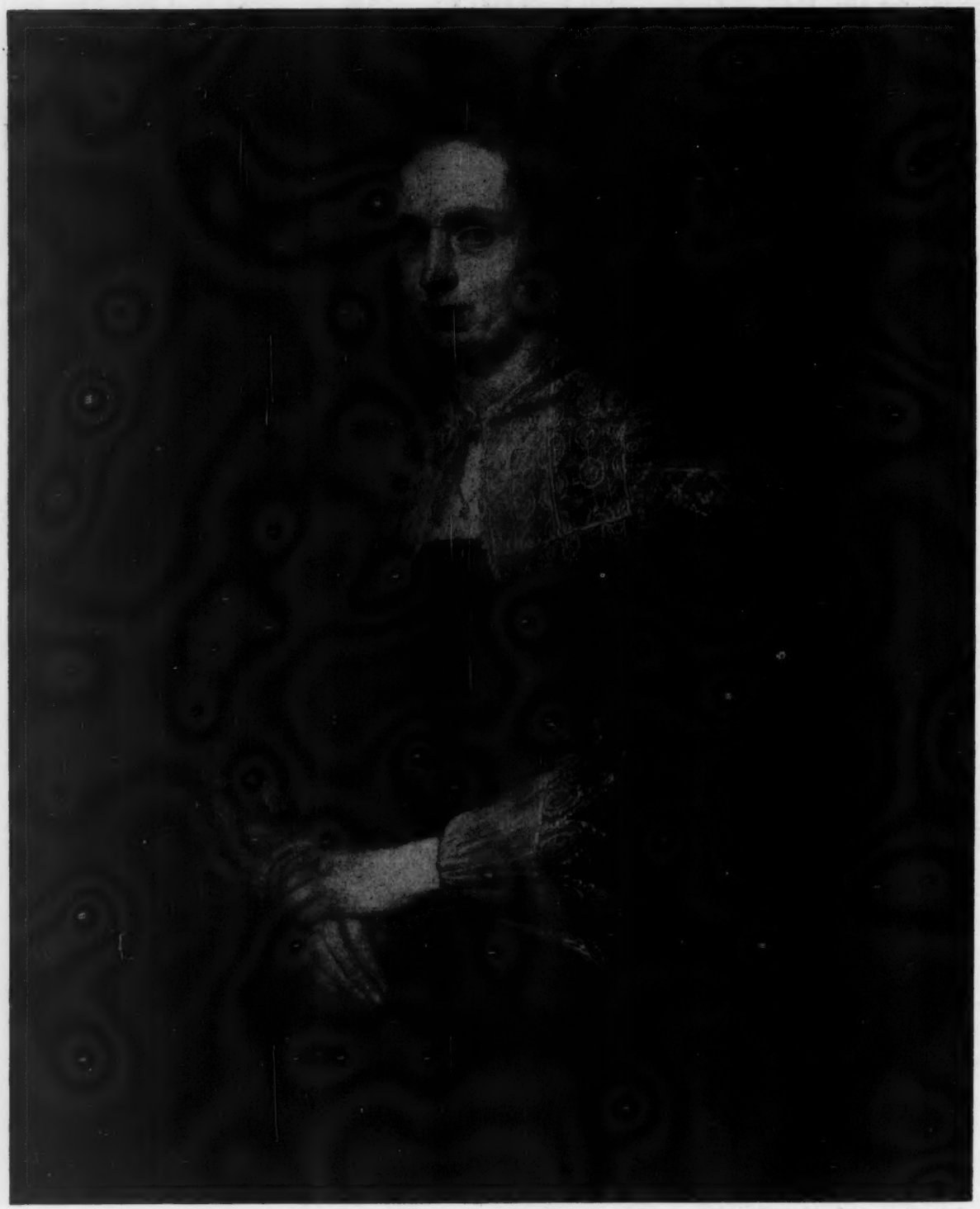

Courtesy of the Art Institute of Chicago.

Helena Dubois

By

Anthony van Dyck

PRACTICAL HOME ECONOMICS

Vol. XII October, 1934 Number 10

Studies of Economies in Buying

Objectives, with laboratory technique involved in the presentation of suggested problems for foods classes.

By
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THERE have been inquiries concerning a more detailed treatment of the outline presented under the title "Guides in Food Buying," published in the March, 1934, issue of *Practical Home Economics*. The material here presented is an elaboration of the section in that outline headed, "Costs," with the subheading, "in relation to your pocketbook."

Research investigations having to do with the estimation of waste were an early contribution of graduate courses in home economics. The results were worthy of becoming matters of record. There is a need, however, to stress the importance of including problems of this kind, and others, in any food selection unit with a high school, college or home makers' group—the earlier it occurs in the buyer's experience the better.

The value of these studies does not lie in the fractions of dollars, cents, pounds or ounces which are the result of the mathematical findings, as the determinations are subjected to too many chances for error. We should acknowledge these chances for error at the start, unless research conditions exist. Weighing and measuring is done by inexperienced and sometimes careless workers. Flagrant errors in mathematics can be checked, but minor miscalculations may escape detection. The average home economics laboratory equipment is not designed for fine points in measurement; furthermore, the time allowed is usually not sufficient to repeat the same experiment.

What is the significance, then, in devoting laboratory periods to working with problems of ultimate cost under the aforesaid conditions? First, the conclusions reached will illustrate certain principles that are useful, and furthermore, working out the problems develops attitudes that make for a more intelligent consumer.

The meaning of the use of the term *certain principles,* is exemplified in the "Best Buy for Juice" problem. In determining the size orange (designated by the number to the box) that is the best buy if used for juice, it is clearly indicated that it is the amount of juice in relation to the cost of the orange that must be determined, and not the orange yielding the most juice, as nine out of ten students assume. "Seeing", leads to "believing".

Curiosity is aroused, which frequently leads to independent investigations and adds a canniness to buying transactions that not everyone attains unaided. Shrewdness in buying with some persons seems inborn. Others, less clever but just as intelligent, would grasp the essentials for calculating values, if the modus operandi were suggested to them.

Further advantage lies in the fact that fallacies, built up from preconceived guesses and hearsay, are proven false. This is salutary in itself, in promoting a more scientific attitude. As an example, it may be discovered through experiment that the larger container of the same product does not always means the less expensive per unit of measurement, as is popularly supposed. Just as important is the consideration of the perishability of the product in relation to the size of the family concerned. Savings of a fraction of a cent, which is often the only difference between two sizes, mean nothing, if the larger amount deteriorates before being used. The following illustrates both points. Three out of four brands gave this result. Prices of 1931.

MAYONNAISE

Size Container	*Price per oz.*
Qt.	$0.0234
Pt.	.0237
½-pt.	.0237
3 oz.	.03

It should be made clear at the start that this is a lesson in determining *ultimate costs.* It is not a lesson in judging shades of flavor, texture and color to ascertain degrees of desirability. Lessons promoting discrimination in regard to quality are just as important, but should be given following the determination of costs. Cost studies add to the value of quality studies, making for the realization of what the superlative in flavor, texture, etc., is costing, in comparison to a wholesome but possibly, less pleasing product.

The laboratory procedure is an outgrowth of the assignment of problems.

Assignment

In a previous lesson assignments are made of specific problems with a form of recording adopted that indicates clearly the problem to be solved and the method of solving—the latter to be decided upon by the student. The conclusions are added at the close of the laboratory period. Suggested assignments under "Costs."

1—*Amount*

What is the difference in price per ounce of mayonnaise sold in 3 oz. and ½ pint containers? Is there as much difference between the cost of one ounce sold in ½ pint and pint containers?

How much saving is there, if any, in

buying sugar in a ten pound bag instead of in a 2 pound carton?

2—Season

Using the Consumers Guide* for current prices, determine the cost of apple sauce if made two months ago. What would be the cost today? (Substitute orange marmalade, strawberry jam or similar product made from a seasonal food.)

3—Waste

How much does a pound of the edible part of a sirloin steak cost? Compare with the cost per pound of the edible part of hamburg steak.

What is the "Best Buy" for pulp among the grapefruits numbering 96, 80 and 64 to the box, respectively? Compare the cost per ounce of pulp of the "Best Buy" with the cost per ounce of pulp from a No. 2 can of grapefruit.

4—Grade

What is the price difference per quart of whole milk offered for sale in your town, sold as Certified, Grade A, Grade B or as loose milk?

Display samples of graded fresh eggs with description attached. What are the price differences? (Applies to New York graded eggs.)

What do the following designations of olive sizes mean from the price angle? Colossal, Jumbo and Mammoth. (Use all sizes available.)

5—Variety

Is there any difference in the cost of the various salad greens of the lettuce family?

Using canned salmon as an example, distinguish between variety and grade. Exhibit samples of Chinook, Red Sockeye and Pink canned salmon. *Indicate* the price differences.

6—Flavor, Texture, Color, etc.

What do you pay for flavor in selecting genuine maple syrup instead of a product labelled 25% maple and 75% cane sugar?

Determine the cost per ounce of vanilla extract and vanillin.

7—Method of Preparation

What is the most economical form in which to buy whole milk, using the following forms: Grade B (fresh, pasteurized), powdered, evaporated? Make your comparisons on the quart basis.

How much does it cost to fillet a flounder?

Does sliced bread cost any more than unsliced; if so, how much more? Use two sizes of the unsliced loaves.

Compare the price per pound of the edible part of fresh, live lobster, boiled, with one pound of canned lobster.

8—Container

In what forms can honey be purchased? Give price differences.

Is there any difference in the cost of equal sized servings of rolled oats and oatmeal (steel cut)? What is the difference in the length of time of cooking? Compute the cost of fuel.

* Published bi-monthly by the Agricultural Adjustment Administration, Washington, D. C.

Time allotment

The time element needs careful consideration. The problems vary in the amount of time necessary for their solving from the mathematical calculations possible from label readings, to the boiling of a lobster, removing edible portion, weighing, computing cost of edible portion per pound and comparing its cost to the canned product. This calls for the assignment of several short problems to one student with group assignments for the longer problems.

In a three-hour period with twenty students, an example of each of the preceding subtitles, or more, can be accomplished, including the presentation of results by the student making the study or a representative of the group which makes the study.

Shorter periods could be used to prepare the number of problems feasible in the time available, the results of the findings to be given at the next meeting. This is as effective as the one long period, if not more so.

Method of Recording

Name

ORANGE JUICE Date

Problem:
Which sized orange is the "best buy" for juice, using sizes, 126, 176, 216 and 324, with the oranges priced —, —, —, and —, per doz., respectively?
Method of Solving: Extract and weigh juice from a sample of each size. Compute price per orange. Determine cost per oz. of juice of each sample.

REVERSE SIDE OF CARD

Size	Price per doz.	Price per orange	Amt. of pulp, oz.	Cost per oz. of pulp

Conclusions:

Equipment

Scales registering pounds and ounces, measuring spoons, measuring cups (preferably glass, if used for display purposes), sharp knives, filing cards and a display table with an accompanying blackboard are necessary.

Comparisons should be avoided where a long cooking process is a factor to be taken into consideration with one sample and not with the other, unless the laboratory provides a meter that makes fuel estimates possible. The form of meter for such recording is seldom provided in the average home economics laboratory.

The value of the time spent by the operator cannot be gauged in dollars and cents as it depends on the conditions of a real situation as to its relative importance. This factor can be recognized, however, by including time studies when group work is not involved, as in the *Fillet of Flounder* problem. How long does it take an inexperienced person to fillet a flounder? This should be followed by the suggestion that it is possible for one to obtain skill in this process, given practice.

Supplies

It is evident that the selection of supplies is a responsibility upon which much of the success of the lesson depends. Conditions should be made as fair as possible where comparisons are being made. In problems such as the best orange for juice, the fruit should be of the same variety and quality. If certain methods of preparation have affected the nutritive value in any way this should be mentioned in the conclusion. This information can be a part of the assignment with the college group.

Report of findings

The student gives her report to the class, using the materials pertaining to her study to illustrate her conclusion. A tabulation of the prices, weights, etc., leading to her findings should be on the board, as the mere reading of the figures without the visual verification by the members of the audience lessens the value of her report to the group.

Results used as an exhibit

The solved problems may be used to form an exhibit. This calls for an arrangement of the food materials with an eye to the general effect, but keeping in mind that each problem should appear as a separate entity. Clear, concise labelling which shows at a glance the meaning of each study, with the "best buy" marked so that "he who runs may read" is a necessity.

No one of these factors is more important than another, but all lose their value if not enough time is allowed for an effective presentation of the findings. It is far better to limit the number of examples than to attempt more than can be handled in a satisfactory manner.

References for class use in relation to these cost studies follow:

Blinks and Moore in "Food Purchasing for the Home" provide lists of the weights of market units of packaged and canned goods, and the "number to the box" market unit.

Monroe and Stratton in "Food Buying and Our Markets" show in detail a mathematical calculation suitable for use in problems in waste.

Todoroff's "What is What in Groceries" contains descriptions of the various varieties of salmon. Olives graded according to size are pictured.

A Class Problem In Planning Low Cost Dietaries

By
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ONE of the unfortunate results of the depression is that all over the United States many college students are forced to reduce their living expenses to a level which is certainly not conducive to comfort, and which may be injurious to health. They bravely attempt to solve the eating problem in several ways. Some cook for themselves in apartments and "light housekeeping rooms." Others buy the cheapest food they can find in cafeterias, cafes and "hot-dog stands," limiting themselves, in some cases, to such dangerously small sums as $2.00 or less a week to cover all meals. Some buy one meal a day in an eating place close to the campus, and prepare the other two meals in their rooms, using foods which either require no cooking or are purchased ready cooked since in many cases the landlady allows no cooking privileges. She objects, and with reason, to the increase in her bills for electricity, the frequent blowing out of fuses which results from the use of cheap, poorly made electrical equipment, and the smell of cooking in the bedrooms and halls.

Because of its timeliness and its appeal to the students as a real rather than a theoretical problem, an assignment in a course in dietetics at the University of Illinois in the fall of 1933 was that of determining whether it would be possible to plan two meals a day to supplement a lunch or dinner purchased in a restaurant, so that the day's meals would be nutritionally adequate, reasonably attractive, low in cost, and could be prepared in the student's room when no refrigerator and cooking equipment were available. A part of the class chose to plan meals suitable for a man, from the standpoint of quantity of food and simplicity of preparation; others made their plans for a girl with a smaller food requirement and a desire for daintier and more elaborate meals. The students attacked the problem with interest and visited cafes and cafeterias close to the campus, where lunch and dinner menus were copied, and sometimes sampled. The results were compared and led to the conclusion that a meal consisting of average sized portions of meat, potatoes, another vegetable, bread and butter, a choice of beverage or dessert, would cost not less than $.25 at noon and $.30 at night. Prices of food purchased to be eaten in the room were those prevailing in local stores in the student district of the University of Illinois in December, 1933.

The problem met the usual aims of such assignments in that it furnished practice in selecting inexpensive foods for an adequate diet and emphasized the economical sources of the dietary essentials, and had, in addition, an element of added interest in that it was related to student life.

In the discussion which followed the preparation of several of the menus and the comparison of others, the students decided that since it required considerable thought and time to plan these dietaries, and a knowledge of food values and requirements greater than that possessed by the average student, hit-or-miss buying of what one saw first, or what looked tempting, cheap or easy to put together in a hurry, was certainly uneconomical and unwise; that the less one spent for food, the more care and reliable information were needed to insure well balanced meals; and that an adequate diet could not be secured, at the present time and under the prescribed conditions, for less than an average of approximately $.45 a day. It was suggested too that, lacking a refrigerator, students could prepare food in their rooms for only a very small part of the college year, and that if two or three persons could arrange to share the meals, economy in buying, greater variety in menus, and prevention of loss by spoilage would be possible in the case of bread, milk, butter and canned foods which must be used quickly and cannot be bought in quantities suited to a single meal for one person. For the majority of students this kind of housekeeping is impractical and unwise.

The following are representative samples of the menus planned by the class. Breakfast and supper are to be prepared at home, while dinner is bought in the restaurant or cafeteria.

Menus

Suggested for a woman (total cost $.42)

Breakfast

Orange Shredded wheat
Whole wheat bread and butter Milk

Dinner ($.25)

Baked ham Glazed sweet potatoes
Stewed lima beans Cole slaw
Rolls and butter
Raisin pie

Supper

Apple and raw carrot salad
Cheese sandwiches
Peanut butter sandwishes Milk

Planned for a man (cost per day $.45)

Breakfast

Sliced bananas with cornflakes
Whole wheat bread and butter
Jam Milk

Dinner ($.25)

Meat loaf Browned potatoes
Spinach with sliced egg
Tomato salad Roll and butter Coffee

Supper

Kidney bean salad
Cottage cheese sandwiches Pickles
Fresh grapes Milk

Planned for a woman (cost per day $.50)

Breakfast

Sliced bananas with top milk
Whole wheat raisin bread with butter
Eggnog

Lunch

Canned salmon
Apple and celery salad
Whole wheat bread and butter
Oatmeal cookies Milk

Dinner ($0.30)

Roast beef with gravy
Mashed potatoes Breaded stewed tomatoes
Cranberry relish Rolls and butter
Chocolate pudding Coffee

A Supper Meeting of the Martha Jefferson Club

By
Veronica A. Twiss
Trade School for Girls,
Boston, Massachusetts

The dining room prepared for a dinner.

I. Origin of the project

"THE Martha Jefferson Club is going to have a supper here at school some night this month. I shall give you the details later."

The special project involved in this announcement proved to be the best kind of motivation in our attempt to train girls to acquire the knowledge, skills, and attitudes necessary to become efficient workers in the catering trade. The immediate effects in the classroom were increased eagerness and attention in doing their daily work and improvement in attendance, conduct and personal appearance.

This project was closely interwoven with our regular program. We did not, therefore, make any startling change in our course of study in undertaking this new activity. It had many unusual phases and problems, but, fundamentally, it was simply an additional unit in the regular program. Projects and units of work are carried out daily in our class. Every day, the advanced catering class prepares and serves an attractive, well-balanced luncheon to approximately fifty teachers and guests. In addition to this work, we receive and fill orders for pies, cakes, sandwiches, cookies, and the like from outside customers. All of these projects are included in the regular course of study. They are judged by commercial standards, and are carried out in an atmosphere closely resembling a good industrial shop.

How, then, does a project of similar nature (such as this supper), produce such a satisfactory effect?

1. The entire class cannot take part in the project. Only those who have reached a certain standard in work and conduct are eligible. It is an honor to participate.
2. The supper is served in the evening, which means remaining in school with the teacher until eight or nine o'clock. Thus "staying after school" becomes a treat—we have supper together and are in charge of the building. (As a matter of fact, the custodian is always present.) This feeling of responsibility is further developed by a few well chosen words from the principal to the special group.
3. Preparing the dining room is a delightful phase of the project. There are flowers, favors, and place cards, all variations from the daily preparations.
4. Our guests are invariably most appreciative and friendly.
5. The girls are paid at a standard rate for their working time.

It may appear that this project was an outstanding event in the catering department, but these suppers have been served at the Trade School since nineteen hundred thirty-one at varying intervals, the Martha Jefferson Club being the first to request the service. One of the officers of the club had placed an order with another department in the school and came to confer with the teacher about the work. The teacher invited the customer to have lunch in the faculty dining room. Later, she conferred with the principal as to the possibility of using the dining room for a meeting of the club to be preceded by a supper. Quick to see the far-reaching effect of such a project in educational returns, Miss McNellis agreed to lay the matter before the superintendent of schools, and after a study of the situation, the necessary permission was granted. It was the beginning of many requests from organizations and clubs. Our only regret at present is that we have equipment and space to accommodate only seventy-five people.

II. Major Unit

We had entered into a commercial contract in undertaking this project. We had agreed to serve the following menu to seventy-two people at six o'clock on February ninth. Preparing and serving the menu is therefore our major unit.

MENU

Olives pickles
Fruit cup
Chicken a la king on toast points
Green peas
Tomato salad French dressing
Cloverleaf rolls Date muffins
Peanut brittle Ice cream Cookies
Coffee or tea

In developing this major unit, the steps of pupil participation were:

1. Menu studied carefully.
2. Recall of knowledge which had relation to menu
   a white sauce
   b raised and quick breads
   c ice cream
   d dining room service
3. Additional knowledge needed
   a how to make chicken a la king
   b quantities required for each course
   c special serving arrangements
4. Assignment of all work in cooking and serving
5. Preparation and serving of all dishes on menu
6. Comparison with commercial standards and constructive criticism

III. Minor Units

1. *Dietetic Study of the Menu*

Note: In making up the menu, we followed the standard practice of commercial caterers. A group of menus were submitted to the committee in charge, and they selected one, with slight variations.

a Why do most of the clubs select a menu with chicken?
It is easily digested, may be served attractively, and is a popular choice.

b Is the menu well-balanced? Does it contain a good proportion of the necessary food elements?
Analysis showed that protein, carbohydrates, fat, minerals, and vitamines, were well represented.

c What about the color scheme?
A colorless menu fails to create an appetite. Each course in our menu contributed color—the cherry on the fruit cup, parsley on the chicken, paprika on the salad—all served in dishes of light ivory with an apple green and gold border and amber club water glasses.

2. *Necessary Calculations* (Arithmetic)

a Quantity of each course required
(1) How many quarts of mixed fruit for the first course?

Typical computation: From one quart of fruit, we could serve eight people, therefore ten quarts will be ample for seventy-two people.

(2) How many pounds of chicken will be necessary?
(3) How many quarts of white sauce?
(4) How many dozen rolls and muffins?
(5) How many quarts of ice cream?
(6) How many dozen cookies?
(7) How many quarts of coffee?

b. Individual or class record of these amounts to be filed

c. Special points to be considered:
(1) Figure accurately on paper, but in preparation *always* allow a margin for emergencies.
(2) Have a market for left-overs. Our guests invariably buy rolls, muffins, cakes and the like. We make extra quantities, and always dispose of them. It is necessary, however, to know just how many are required to serve, in order to estimate expenses.
(3) In our case, we use left-overs in the faculty lunchroom the following day—chicken stock for broth, green peas in salad or soup, tomatoes in salads or sandwiches, and ice cream may be packed in electric refrigerators.

d. Estimate materials, services, and make financial statement for the entire job. (Teacher keeps class record.)

3. *Serving the Dinner*—Waitress training.
a Care of dining room—ventilation, cleaning, etc.
b Setting tables
Clean linen
Correct positions of silver, glassware, and napkins
Placing of flowers and favors
c Serving the meal—type of service
The girls find serving these suppers simpler than serving in the faculty lunchroom, because the entire group has the same order. They realize, however, the necessity for speed.

Some of the other minor units involved in this project will be:

4. Baking
5. Plate arrangement in kitchen
6. Care of dishes (quick, quiet removal of dishes and dish washing.)

IV. Discussion of Teaching Techniques Involved in This Project

A. *A Drill Lesson in White Sauce.*

Skill in making white sauce for the chicken a la king may be the deciding factor whether a girl shall participate in the project or not. Careful directions on printed sheets explain the steps of the procedure in logical order.

The time element is important in our project and continued practice with attention will improve a girl's record. Variations in certain phases of the white sauce may occur in different dishes; example, a thinner sauce for soups than for creamed dishes.

Weak points in making white sauce are usually (1) pouring milk too quickly over butter and flour, causing the mixture to lump, (2) cooking over too intense a flame, causing it to burn, and (3) insufficient seasoning, relying on the teacher to finish the job. To obviate these points, no exceptions are allowed in measuring accurately and following steps according to printed directions. Girls assigned must carry their own jobs through to completion.

The same girl will not make the creamed chicken for every party—avoiding exploitation after her peak of learning has been reached. Sufficient practice by the pupils will result in the acquisition of an important skill in the catering trade—a more or less permanent need.

Other practice lessons will include the making of quick breads, raised breads, French dressing, coffee; the freezing of ice cream; and the preparation of fruit for the first course.

B. *A Lesson in Motor Learning*—to acquire skill in the correct handling and rolling of cookie dough for crisp wafers.

This is difficult when attempting it for the first time. The teacher will demonstrate and pupils will imitate until successful. Demonstration by teacher in view of the entire class how to roll a piece of cookie dough into a thin sheet for cutting in fancy shapes.

Difficulties analyzed: (1) Flour board and rolling pin just enough to prevent dough from sticking but not enough to make cookies dry and tough (2) Hold rolling pin firmly at ends, do not pound, roll from center out to all edges (3) in cutting, avoid too much space between cookies, since much "left-over" dough, when rolled out again will not be as tender as the first rolling (4) Lift cookie shapes carefully with broad spatula when placing on baking sheet, to prevent breaking.

Pupils roll out dough and try to imitate teacher's procedure. The teacher demonstrates for class, for separate groups, and for individuals who have difficulty.

A Motor Learning Lesson will be given to acquire skill in handling lettuce to make attractive cup-shape salads. The same technique must be used—demonstration and imitation—verbal instruction proves inadequate.

C. *An Appreciation Lesson*—appreciation and correct attitude toward civic clubs (social appreciation).

The various speakers were introduced shortly after the meal was served, and the girls were unconsciously absorbing the reports, while going about their duties clearing the tables.

The next day, we discussed the success of the project. One girl remarked how charming the ladies were at her table; another said that they were all interested in the school,—she hoped they would come again. I asked if any girl knew what kind of club the Martha Jefferson was: one said she knew the members helped poor people; another that they were going to the State House about the Child Labor Law; another that a committee had been elected to collect for the Emergency Relief Fund.

We analyzed the work of the club from these reports, and learned that it was a civic club of women founded by a lineal descendant of Martha Jefferson, taking an active interest in all civic and community affairs, working alone and in co-operation with other groups for the common welfare.

The girls decided that civic clubs did more good than other kinds. The admiration felt for this group of women, and the friendliness of the women, helped in developing a fine appreciation and right attitude toward real civic clubs.

Other lessons in aesthetic appreciation will be given in color in foods, and art in table setting.

D. Solving a *problem* in connection with this project.

Statement of the problem: If all the girls come up to the standard required for participation, how shall a choice be made for the eight or ten girls needed for the project?

This presents a real problem to the teacher and pupils alike. The girls have been working hard for the privilege of staying, and expect fair treatment. They asked how the choice was to be made, and we studied the situation in order to reach an agreeable decision.

Points brought out in our study of the situation:

I.

a) When part time serving jobs came in, five girls who had attended school for the longest period of time were selected, and, from this group, the final choice was made.
b) Some girls started an order and were absent the next day, causing inconvenience. Should attendance be a factor in selecting girls?
c) Would it be too late for girls living far away to go home?
d) Dish washing duties should be assigned alphabetically, thus avoiding argument.
e) Some girls cannot take jobs in private homes for various reasons—parents do not wish them to—deafness—lack of confidence.
f) Should financial conditions at home determine who shall stay?

II.

a) Why were the five girls who had been in school the longest period of time selected for the part time job? They had had more training, and were more dependable to work without help.

b) Is the girl who stays home without a good excuse reliable?
c) How long would it take the girl from Bedford to get home if she were chosen? (Girl immediately says she can stay with her aunt in Somerville for that night.)
d) Is alphabetical order a fair way of handling this problem, other things being equal?
e) Should girls who take outside jobs in private homes be denied the opportunity to stay? (No—for very often these jobs require real effort, and the girls are helping to make a name for the school.)
f) Even when conditions are very poor, parents do not take the money. (Seventy-five cents.) This should not be considered therefore.

III.

By a process of deductive reasoning, we decided that selecting the girls in alphabetical order would be the best solution. We shall let Mary (deaf) stay as often as possible to compensate for not being able to take part time jobs in serving in private homes. We shall exclude any girl who has inexcusable poor attendance.

Putting this solution into effect has solved the problem to the satisfaction of all. Formerly, selecting the best in the class for these jobs was resented. Now the work is carried out just as well; every one is happy, and all feel that they had contributed in solving the problem.

V. Educational Objectives—How they are met in our project

The major objectives of education are repeatedly emphasized:

1) Health:—We have many practical lessons. We insist on absolute cleanliness in person and dress of girls in kitchen and dining room. Daily inspection of finger nails and uniform is part of the morning routine. Girls are taught the correct principles of standing and walking, thus preventing exhaustion after a few hours' work. High heels appear in September, but we suggest low heels for comfort, and after experience with aching feet, the girls find the low heeled shoe advisable. Other lessons involved in this project which stress health practices are (1) need for extra sleep when we have these parties to provide the necessary energy, (2) proper ventilation of kitchen to improve working conditions, and of dining room for the comfort of guests, (3) balanced menu and proper cooking of food for better health.
2) *Command of the fundamental processes of the trade*: More must be accomplished in a specified time, and the repetitive drill given throughout the year makes automatic correct measurements and methods in cooking. Drill in basic serving rules makes it possible to concentrate on the new phases of the project.
3) The project affords to girls opportunity to see what intelligent women do in their *leisure* time. They learn to cook "company" meals at home—they become interested in special menus, look up information in suggested magazines, send for pamphlets.
4) The study of the menu, cooking and serving the supper will help the girls to become *worthy members of the home*. They are encouraged to take responsibility in meal planning, buying food, and serving the family group.
5) The Martha Jefferson Club furnishes the material for a lesson to develop correct attitudes toward *civic* enterprises and the proper community spirit. Girls must abide by all class rules if they wish to participate in the project.
6) The entire project helps to fit the girls for profitable employment—the major aim of *vocational* education.
7) The success of the project depends on the co-operation of the entire group to take the work assigned, to play fair, and to lend a helping hand. There will be opportunities to stress promptness, obedience in following directions, courtesy to guests, and reliability in carrying individual responsibility. All opportunities to emphasize *ethical* practices aid in the development of desirable habits.
8) As efficient trade workers, carrying their own economic load, with industry and ambition developed, they will be *better world members.*

VI. Laws of Learning

Readiness, exercise, and effect; mental set, multiple response, prepotency, analogy, and associative shift; primacy, recency, frequency, and intensity are utilized in connection with our project. Examples of the Major Laws will be sufficient to show how the teaching involved in this project follows the psychological principles of all the Laws of Learning.

Law of Readiness—when they were first year girls, this group observed the advanced class preparing for parties, enjoying them and getting paid. When they reached the advanced class, they were eager for this branch of their work, and wanted to know in September when the parties began.

Law of Exercise—to make a smooth white sauce for the creamed chicken requires constant practice. The more exercise in the lesson, the better the results.

Law of Effect—the compliments of our guests give great satisfaction to the girls, and make them eager in their work.

VII. Materials Used

In carrying out our project, we used both concrete and mental materials constantly.

Concrete materials that were essential:

1) Mimeographed sheets giving recipes and directions for all foods on the menu, and basic serving rules.
2) Necessary equipment for serving this menu to seventy-two people; dining room, tables, chairs, linen, dishes, silver.
3) Food materials and all kitchen facilities to prepare the courses of the menu.

If any of the materials and equipment mentioned in (2) and (3) were not available, it would have seriously threatened the success of the project.

Equally important were the *mental* materials which functioned in the project:

1) All knowledge previously learned which had any connection with the project—drills and reviews.
2) Skill in calculating quantities.
3) Information from past experiences; example, allowing a margin in preparing quantities of food.
4) Ability to meet emergencies.

VIII. Outcomes

There have been desirable changes in the individual, a growth in knowledge, skill and attitude toward work; power to assume and carry on responsibility; developed initiative, and increased confidence in terms of the satisfaction given to members of the Martha Jefferson Club. "A satisfied customer is the best advertisement."

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*** This bibliography has proved invaluable in developing and improving basic educational method which functions in all sincere teaching.

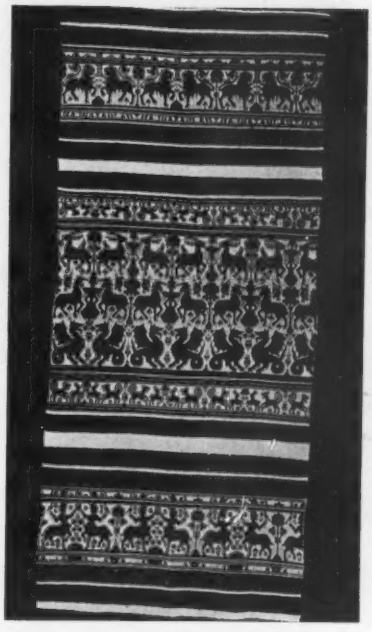
Panni Perugini

The History, Design and Weaving Of Old Perugian Towels

Dorothy B. Rubel
Graduate Student,
Department of Home Economics,
Mills College, California

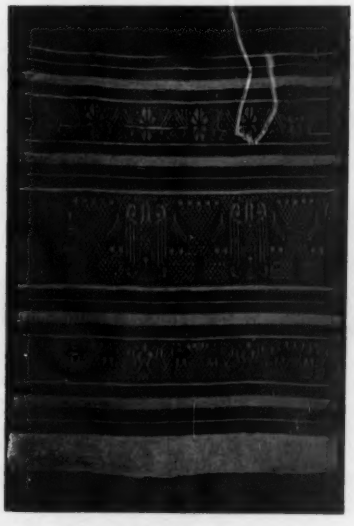
THESE words of title—*Panni Perugini*—should mean more, much more, than the mere type of linen handwork they designate. A literal translation from Italian into English is *Perugian towels,* and to the initiated either the Italian phrase, "Panni Perugini," or its English equivalent, Perugian towels, brings to mind pieces of hand-woven linen of various lengths with either plain or fringed ends. The main web of all original Panni Perugini is pure linen fiber, unbleached and hand-twisted, while blue cotton thread as invariably forms the decorative designs.

Before attempting to describe further details of weave and design which make this medieval Italian handwork, a little history will be of interest. Originally, say from the eleventh to the fifteenth centuries, the craft was carried on by a few Perugian families of the upper middle class, and its techniques were learned at first hand by each younger generation from its elders. The environment of the workers was unique and there is wide agreement that it is responsible in large measure for most of the detail which characterizes the product so clearly. Perugia, capital city of the province of Umbria, is situated in the hills nearly one thousand feet above the valley of the Tiber. The coat of arms of this remote, ancient, and stalwart town was dominated by the griffin, an imaginary animal which certainly symbolized the spirit of its fierce, medieval, human life.



The gryphon, appearing here in one of its twenty different forms, is an imaginary animal symbolizing the ancient town. Heavy cotton yarn, used both in background and pattern weaves, marks towel (below, left) as a reproduction.

A towel whose design suggests that it is a twelfth or thirteenth century production is shown below at right. This is known as Panni Valali, or birdified linen.



Medieval Perugia was built on the fortifications of Roman Perugia, and while Renaissance Perugia can be discovered in the old palaces, there is no modern Perugia. The streets are quiet and still, and trade is unimportant. The small city today maintains a mode of life little different from that lived by the weavers of Panni Perugini, and even a casual visitor would find no difficulty in understanding why the beauty and purity of the crafts lasted longer there than in most Italian cities; and why the designs, principally and especially the animal motives, have a lifelike vibrating quality and are credited by artists with peculiarly reflecting the tastes, aspirations and artistic culture of the Perugian middle classes of the twelfth and thirteenth centuries.

Painters of the eleventh to the fifteenth centuries pictured Perugian towels in their paintings, giving many glimpses of the rare beauty of the linens and unmistakably revealing the respect in which they were currently held. The table cloth of Leonardo da Vinci's "Last Supper," is Perugian linen and one of similar weave is shown in the "Marriage of Cana." Also the "Last Supper" of Ghirlandaio has the table spread with Perugian linen as does Fra Angelico's "Communion of the Disciples."

A great many uses of the towels have been revealed to us by court records as well as by paintings and descriptions in the literature. The linens were in daily domestic use as table cloths, bed covers, door curtains, napkins and towels; others served as altar cloths in churches; and one can easily imagine festival occasions when the merry makers would be clad in richly decorated costumes destined to be as valuable heirlooms as the pieces used for domestic and church services.

A quite general revival of interest in the ancient art is apparent. One phase of the revival is the making of reproductions on modern looms; while another manifestation is the interest displayed by collectors in obtaining original pieces. Mariano Rocchi of Rome has a remarkable collection of approximately one hundred and fifty pieces, and his interest in the subject has recently resulted in a series of descriptive articles from his pen now appearing in the English magazine "The Connoisseur."

Mills College was fortunate enough to be the recipient of the gift of a collection of three towels which had been purchased in Italy a number of years ago by a member of the donor's family*, and it was the writer's privilege to study and identify these textiles as a special problem connected with graduate study.

(Continued on page 303)

* Given by Janette H. Baxter, Seattle, Wash.

A Successful Adult Education Project

By

Luella A. Williams

FOR the last thirty-five years the State of Illinois has been sponsoring a very successful project in education for homemaking as one phase of adult education.

"The State Fair School of Domestic Science," so called because it is held the week before and the week of the State Fair in Springfield, Illinois, was established in 1898. It is a school for mothers, daughters, wives, and sisters; a school which offers an intensive course in homemaking. Each county in the state is entitled to one representative, but in case of vacancies more than one may come from some counties. This school is a boon to those who do not have the money to specialize in home economics in college, for it gives them the opportunity to learn under the leadership of women trained and experienced in the various phases of homemaking. The two weeks course costs each student $10 for room and board.

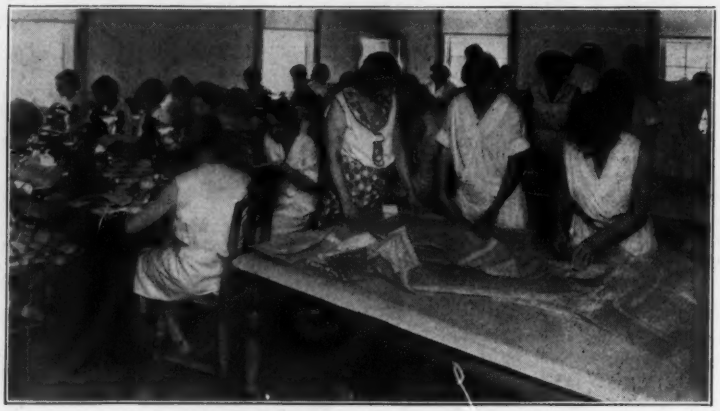
The school is housed in a fine building on the fair grounds. The girls and women live here as one large family, each member of which cooperates in the operation of the home.

There are six departments of the school, each of which is supervised by a competent instructor. These departments are—cooking, baking, dishwashing, serving, dormitory and laundry. The girls and women who attend this school are divided into six squads, and each squad elects its captain. The work is so organized that the squads rotate their duties and each one thus gets practical training in each department. There is a competent nurse, doctor, and physical director in charge.

A typical daily schedule is as follows:

Daily Schedule

5:45	Arise	
6:00– 7:00	Prepare Breakfast ...	Cooking Squad Baking Squad
6:15– 7:00	Set Tables...	Serving Squad
	Physical Exercise	Dishwashing Squad Dormitory Squad Laundry Squad
7:00– 7:30	Breakfast ...	
7:30– 9:00	Wash Dishes.	Dishwashing Squad
	Prepare Dinner	Cooking Squad Baking Squad
8:00– 9:00	Sew	Serving Squad
7:30– 9:30	Wash	Laundry Squad
	Make Beds ..	Dormitory Squad
9:00– 9:30	Sew	Dishwashing Squad
	Physical Exercise	Cooking Squad Baking Squad Serving Squad



A class in sewing at the school.

9:30–10:15	Lecture	
10:15–10:30	Lunch	Underweight
	Exercises	Overweight
	Prepare Dinner	Cooking Squad Baking Squad
10:30–11:15	Lecture	
11:15–12:00	Prepare Dinner	Cooking Squad Baking Squad Serving Squad
	Finish Dormitory Work...	Dormitory Squad
	Finish Laundry Work ...	Laundry Squad
	Sew	Dishwashing Squad
12:00–12:45	Dinner	
12:45– 1:45	Wash Dishes.	Dishwashing Squad
	Prepare Supper	Cooking Squad Baking Squad
	Sewing	Dormitory Squad Laundry Squad
1:45– 2:45	Rest	
2:45– 3:00	Exercise	Overweights
	Lunch	Underweights
3:00– 4:00	Lecture	
4:00– 5:00	Sew	Baking Squad Cooking Squad Dormitory Squad
	Report to Laundry	Laundry Squad
5:00– 6:00	Prepare Supper	Cooking Squad Baking Squad
	Sew	Laundry Squad
5:15– 6:00	Set Tables...	Serving Squad
6:00– 7:00	Supper	
7:00– 9:00	Entertainment	
9:00	Bed time	
9:30	Lights out (silence)	

In the cooking and baking departments the students get practical experience in preparing food for the family.

Dish washing is taught and performed just as scientifically as are each of the other phases of the work.

Beds are made under the direction of the resident nurse, who gives demonstrations and lectures during the course, as do the other instructors.

In the laundry department the school laundry is done in the most approved way under the direction of a demonstrator.

Each girl is given a physical examination by the resident doctor (woman). The underweights have a mid-morning and afternoon lunch; the overweights take special exercises and everyone has a rest period every afternoon.

A carefully planned schedule is drawn up when the school starts which divides work evenly among the various squads and plans for amusement, rest and recreation as well. Lectures are given in bed-making, table setting, laundry work, meal planning, dish washing, etc. Demonstrations in meat cutting, bread and cake baking, canning, beauty culture, health talks and lectures by doctors on such things as "The Progress of Science in Disease Prevention"; and by welfare workers on various phases of community work all give new impetus to the homemaking ideas of the students. Picnics, sight seeing trips, get-acquainted teas and evenings of games are not forgotten so the time flies by all too quickly and the two weeks course is soon over.

At close of the school a banquet is served to the state Governor and his guests. This banquet, as well as the dinner for the Board of Directors of tne Farmers' Institute (to whom this school owes its existence), and also the Alumnae Luncheon, give the girls a wonderful opportunity to put into practice what they learned.

This is, as was mentioned above, a very intensive course, but it does give to the girls and women some workable knowledge concerning every phase of homemaking.

In July, 1932, a new phase of the school was organized and named in honor of the woman who was largely responsible for the original school—The Nora Dunlap School for Homemakers. This takes as students married women of 35 years and over in age. The State Fair School takes girls and women from 18 to 35 years of age.

Points to Consider In Buying a Washing Machine

By
Della T. Lutes

Editorial Note: Any home economics course that is up to date must give some attention to the economics of buying, and progressive home economics teachers are becoming increasingly interested in acquiring knowledge concerning household equipment, foods and clothing that will enable them to help their students—as well as themselves—become more intelligent and better buyers. This is the first of a series of articles dealing with the subject. It is planned for high school teachers with classes in laundry or household management, as well as for extension workers and home economics teachers conducting club programs for adult groups.

The vacuum cup type of washing machine, with one side removed to show the mechanism.

IN selecting a washing machine or any large piece of household equipment, the price to be paid often is given first consideration. Our advice would be not to decide upon the price first and select the machine to fit it, but to have in mind an approximate price and then leave it in abeyance until all other points have been studied and considered.

Let us first look at the types of washers from which we may make our selection. And, since there are but two real types to be found, this will not take long or leave us much in doubt.

These two types are the agitator and the vacuum cup, each based on a different washing principle. The vacuum cup works on the principle of the old barrel-and-plunger method which was used by some of our grandmothers. This modern version, however, consists of a metal tub in which are three removable nickle plated copper cups each attached to a steel elbow which in itself is part of an upright rod inserted into the center of the tub. When the machine is in action, these cups move with a plunging and also a rotary action for all the world like the animals on a merry-go-round—up and down, round and round. And the result is that air, soap and water are flushed through and through the clothes, while both cups and clothes revolve so that the position of articles being washed is constantly changing. The action of the vacuum cup is similar to that of the hands when squashing clothes up and down in a bowl of water. This is the gentlest of all.

The agitator is the most common of types, less expensive to produce than the vacuum cup, but varying in quality, efficiency and price. In general, the principle of the agitator washer is this: a metal vane (differing in shape and size according to make) oscillates about the center of the tub so as to agitate the clothes through the hot suds and dissolve and loosen the dirt. The motion depends on the make of the machine; some seem to kick the clothes, others swirl them, some seem to pull them.

Agitators differ in their action, some being more violent than others and therefore harder on the clothes. In fact, the cheaper and commoner type of agitator may be quite hard on clothing. In the better type, the later models have proven themselves greatly superior to the average agitator both in effectiveness and in wear on clothing.

The agitator type of machine in its most general form is known simply as an "agitator," but some of the newer and better models are known by special names as "the activator," "the circulator," "the spiralator," these names expressing in some degree the action of the machine, but more particularly the make. Since there is but one vacuum cup no other name or description is possible.

Now, between these two types of washers, the consumer must make her choice. In the agitator she has a considerable range of price; with the vacuum cup, the price difference lies in the method of extracting water and this we will consider a little later. Her selection should be made *on the kind of washing she has to do.*

Countless experiments carried on over many years have proven that the action of the vacuum cup washer is less wearing on clothing and delicate fabrics than any agitator. This is bound to be true when you study the hand-squashing method of the vacuum cup. So, then, the potential buyer must think first of the kind of washings she has. If there are many silk garments, and an especially fine quality of table linen and household goods, then the vacuum cup is to be recommended. Moreover, it is easier to wash comfortables, blankets, puffs, bath-robes and other large and cumbersome articles in the vacuum cup than with any machine which has a center vane. Pillows may also be washed in the vacuum cup, a convenience allowed by almost no other machine.

Now, if instead of the necessity for considering perfect safety for fine and delicate garments, the consumer wants only a machine that will take care of soiled clothing of the commoner type in the shortest space of time, the agitator will fill her requirements with satisfaction. We must however point out that, with the cheaper varieties of this type the clothes will not wear as long as with the better machines. They will all, however, wash quickly and effectively. The newer and better models, particularly those whose claims are based on research and experiment, will bring more satisfactory results both in speed of action and care of clothes.

The method of *washing* clothes, however, is but one feature for consideration in selecting a machine. The

method of extracting water is of equal importance in saving labor. Lugging water or suds, lifting and tugging at heavy, wet clothes will offset the effect of an energy-saving washer.

There are two general principles for extracting water from clothes. One is the wringer with which most women are acquainted, the other is the method of centrifugal force.

Considerable improvement has been made in the electric wringer in later years. Although every possible precaution against accident and danger has been taken the electric wringer is not absolutely danger proof. However with care in following instructions, with vigilance, and with a cool head in case of threatened accident, the element of danger is greatly lessened. Thousands of such wringers are in use, and thousands go from the factory to the junk heap without anything happening. Another disadvantage of the wringer is that it tears off buttons and buckles, and puts creases and wrinkles into clothes that must be ironed out at an expense of time and labor. The new, soft, balloon rubber rolls are less injurious to buttons, and leave fewer wrinkles than the old hard rolls, but, on the other hand, the softer the roll the less water will it remove.

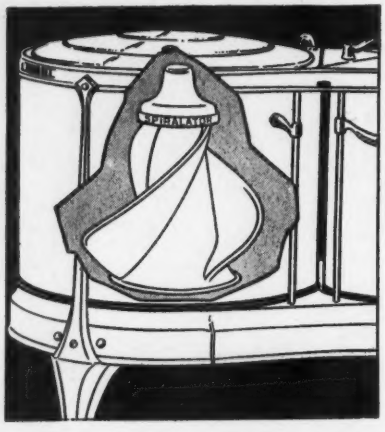
The alternative method of extracting water by centrifugal force is a principle easily understood. If you wet a piece of cloth and then whirl it around and around in the air, the water will fly out. The more swiftly it is whirled the quicker it will dry.

This method of removing water is sometimes called "spinning," sometimes "damp-drying." Its advantage will readily be seen. In the first place, there is absolutely no danger to the operator—the greatest advantage of all. No buttons are torn off—a measure of safety to the clothes, and of saving time for the worker. No water drips from the clothing which is important if it must be dried indoors, and if dried out of doors, much time is saved. If it is dried in a dryer, fuel is saved. All in all, we have no hesitancy in recommending this method of extracting water as greatly superior to that of the wringer. It is more expensive, true, but more economical when we consider its safety, its convenience, and the time and labor saved.

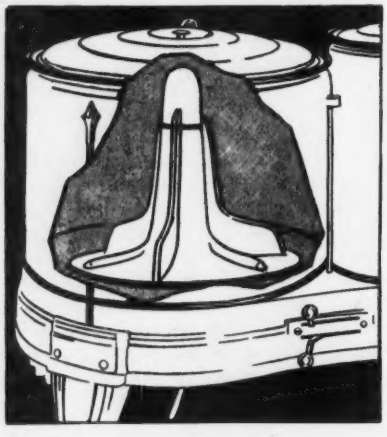
The dryer of this type is in the form of a small cylindrical metal tub attached to the washer, and holding the same load of clothes that the washer does. It is to be found on the better types of agitators made by different manufacturers, and on the vacuum cup machine.

Now, with our two types of washers and our two methods of extracting water clearly in mind, let us see what other conveniences there are to be had that we should acquaint ourselves with.

First and foremost, the electric pump for emptying and a filler hose for filling the tub, eliminate all necessity for handling water. A machine without these devices is not a true labor saver. To have to lift or carry water is to defeat the purpose toward which we aim, and even the drain in the floor is accompanied with muss and slop. More-



Drawings which show two types of agitator machines, the activator and the spiralator.



over, if we must depend upon a drain it means that the machine must always stand in one place, while the conveniences and special features of the modern machine make it possible to use it in the kitchen or wherever there is a sink, bowl or any means of taking care of the water. Both of these features are incorporated in any of the better type machines, and for true economy no machine should be considered which is not equipped with both.

Castors should be strong, and of swivel action so they will turn easily in any direction. If a machine must be hauled at an expenditure of energy it is lacking in convenience. Good castors also eliminate vibration.

Controls should be so placed that they can be reached without stooping.

All movable parts should be covered, especially the gear.

The finish should be such as will require a minimum of care. Most machines today are finished in enamel, the quality depending upon the quality of the machine. There is a great difference in enamel as those of us knows who have had experience with cooking dishes bought at too low a price. Cheap enamel chips easily and leaves an ugly blotch of black metal beneath.

There is no earthly reason why the enamel finish of a washing machine, even of a somewhat inferior quality, should ever get chipped. There is no need of banging or hitting it, and with ordinarily decent usage even the finish of the cheaper quality machine should stand up under the usage of years. Nevertheless, quality pays, and the better the finish the better it will wear.

In the matter of exposed metal such as we find on the rim around the top of the tub, and in the cover, on controls and so forth, we must be sure that it is rust proof. These exposed parts are, in the reliable makes, of good aluminum, and the word of the dealer should be sufficient guarantee. Warning should be given, however, of the possibility of a danger here with cheaper and less known makes.

In the spiralator, one of the newer agitator models, we find a small convenience that we have seen, so far, in no other machine, although it is of such value that other machines will doubtless adopt it in short order. This is a holder for keeping the cord in position when not in use, consisting of two hooks on which to wind the cord, with a place for the plug. We consider this a very great contribution to the conveniences that save bother if not actual labor. In this machine, too, the valve which allows the escape of water, is clearly marked "open" and "closed," another convenience of no small moment. There is also a safety switch for the elimination of trouble when the machine is overloaded. No machine should ever be overloaded, but people will sometimes do it, and in this way the motor is protected.

A review of the main points we are going to bring out in advising our potential user how to select a washing machine.

1. *Type of washer:* Vacuum cup or agitator, to be decided by kind and amount of clothes to be washed.

2. *Water extraction:* The points to consider here have been pretty clearly made, but we feel no compunction in saying that our advice would lean to the extractor for the sake of both operator and clothes.

3. *Smaller (but no less important) conveniences:*

(Continued on page 310)

Home Customs Of the Ancient Finns

The Heroes of the Kalevala Sang of Brides who Baked and Brewed and Wielded the Bath Whisk and Broom.

Birthplace of Elias Lonnrot, collector of the folk poems of Finland.

By Dorothy Gladys Spicer

"When from out this house thou goest,
All thy doings must be different;
Three things leave at home behind thee,
Sleep indulged in in the daytime,
Counsels of thy dearest mother,
And fresh butter from the barrel."

These instructions were received by the early Finnish bride upon leaving her mother's home for the abode of her husband. The *Kalevala,* the national epic of Finland, lays greater emphasis upon peaceful home life and domestic relationships than upon the bloodshed and wars which characterize most heroic poems. The Finnish bride, to be acceptable to her husband, must have mastered the homely arts of sweeping and dusting. She must know how to bake tasty bread and brew strong ale. She must be a gracious hostess and a clever manager. Above all, she must be industrious and uncomplaining in the performance of her household tasks.

The *Kalevala* is of particular interest to home economics teachers and students because it gives an accurate picture of Finnish domestic life at a very early age. It is interesting, also, because of the fascinating story of how the great epic was collected, fragment by fragment, from the firesides and farms of the study folk about whom it sings.

According to some scholars, the *Kalevala* was composed about the 12th century A. D., while others give it a more remote origin. Be this at it may, the various *runos* or songs of which the work is made up, probably were chanted by native minstrels long before Christianity was introduced into Finland. Later on, however, many of the pagan elements were glossed over and given a veneer of Christianity. From century to century, bearded bards sang the lays of their people, handing them down by word of mouth. Not until early in the 19th century were the precious fragments of the songs finally gathered together in manuscript form and fashioned into a harmonious whole.

To two physicians, Elias Lönnrot and Zacharias Topelius, belongs the rare distinction of having collected these scattered songs from the lips of aged bard and village dame. Dr. Lönnrot traveled far in remote outposts of Carelia, the most eastern province of Finland, where quaint superstitions and ancient folk beliefs have persisted unchanged almost to the present day. From his patients, from peasants working in the fields and old women spinning in chimney corners, Dr. Lönnrot patiently gathered snatches of song which he later edited and arranged in chronological order.

Probably the runo singers were Dr. Lönnrot's most accurate informants in his unique task of transcribing his nation's epic. These old men, like the hoary minstrels of the past, sat facing each other astride a wooden bench. Swaying back and forth with rapt expression and interlocked fingers, the singers vied with one another in chanting line after line of forgotten verse. Villagers crowded round to listen, and the contest ceased only when memory failed one or the other of the aged singers. The custom, which occasionally is found in modern Finland, is described in the first runo of the *Kalevala:*

"Let us clasp our hands together,
Let us interlock our fingers;
Let us sing a cheerful measure,
Let us use our best endeavors,
While our dear ones hearken to us,
And our loved ones are instructed,
While the young are standing round us,
Of the rising generation.
Let them learn the words of magic,
And recall our songs and legends."

Zacharias Topelius, in one sense the forerunner of Lönnrot, collected and published in 1822 "The Ancient Songs of the Finnish People," which Lönnrot later supplemented and expanded into his more extensive compilation of 1835. It was the custom of Dr. Topelius, who was himself more or less of an invalid, to invite itinerant vendors from village fairs to his bedside, to amuse him by singing their ancient songs. He then jotted down the verses and arranged them logically.

From the persistent efforts of these two physicians, the *Kalevala,* in its present written form has been evolved.

Hunting, magic, agriculture and love all find poetic expression in this great national poem which begins with the heathen creation of the world and ends with the story of Marjatta, the Virgin Mary of the ancient Finns. Of special interest, however, are the customs which relate to the household and the duties of husband and wife.

When a Finnish damsel married, she had not only to leave behind her daytime sleep, her mothers counsels and "fresh butter from the barrel." She was expected to cast her "girlish ways unto the bath-whisks," naughtinesses to the stove-bench, her lazy habits to the floor. For the young wife there could be no lolling in bed.

"If you see the Great Bear clearly,

(Continued on page 308)

Runosingers, or Finnish bards, singing one of the old tales.

A Housing Project for the Homemaking Class

Furnishing a Plantation Laborer's Cottage at a Minimum Cost

By

Ella H. Ward

Andrew Cox Intermediate School, Hawaii

The illustration above shows the cottage before alterations were made. On the left is a good view of the chair upholstered from automobile cushions.

THROUGH the courtesy of the Waialua Agricultural Company, the homemaking classes of Andrew Cox Intermediate School, of Waialua, Oahu, were given the use of a plantation laborer's cottage shortly after the opening of school. The cottage was empty, dirty, and in a run down condition.

Our first problem was to clean the cottage. After washing and scrubbing the woodwork and floors, we started in on the walls. In order to apply a coat of kalsomine that would not peel off, it was necessary to remove the layers of old kalsomine from the rough lumber. This was a very tiresome undertaking. We tried to remove the kalsomine dry but found that it was too dusty and unhealthy. Consequently we were forced to wet the walls and scrape it off with pieces of metal, knives and brushes.

New kalsomine was provided by the plantation. We borrowed brushes from the school shop and the girls worked in relays applying the new paint, first to the ceiling and then to the walls. The ceiling was particularly hard to paint since we had only boxes to stand on.

With this task accomplished, our next problem was to decide how we were going to furnish the cottage. After considerable reading, study and discussion, we planned the color schemes and furnishings for each room. We had been collecting packing boxes, crates, orange boxes, and automobile cushions for some time. The packing boxes were pulled apart, the nails pulled out, and the lumber stacked in convenient piles.

The classes were divided into groups of two and each group was assigned to a definite problem. The problem was thoroughly planned and then the girls selected their lumber and set to work. Not being familiar with the handling of tools, many of the girls were hesitant about beginning, but after a little practice the cottage was turned into a busy workshop. Girls who had chosen to make curtains and rugs were beginning to wish that they had chosen a piece of furniture. This interest increased as the furniture began to take form. Some girls were so anxious to see the finished product that they put in extra time after school.

The girls made all the furnishings for the cottage with the exception of an oil stove and an iron bed. This included an upholstered couch, two upholstered chairs, dining table and chairs, kitchen tables, clothes closets, baby's crib, dresser, bookcase, two electric table lamps, and an ice-box. Automobile springs were used in the upholstered chairs and in the couch, and the padding taken from the automobile cushions was used as padding in the chairs. Magazine covers and colored pictures were mounted on cardboard, shellacked, and framed with passe partout tape. A small tab was put on the back and they were ready to hang on the wall. The table lamps were made of a block of wood and a piece of bamboo. All the curtains were made of rice bags which were dyed and then sewed together.

As the girls completed their pieces of furniture, they took turns painting the floor, window casings and doors, so that

These illustrations show corners of the parents' bedroom (left) and the dining room (right). All the things shown were made by the students.

the entire cottage was ready as soon as all the furniture was completed.

The task of assembling and placing the furniture was an interesting one. When all was completed, it was found that the cottage had been furnished at a cost of nineteen dollars and sixty cents. An itemized list of the furnishings for each room follows:

LIVING ROOM—DINING ROOM	
Upholstered chair	$2.23
Upholstered chair	2.23
Rag rug	.15
Table	.11
Table runner	.07
Pictures	.05
Bookcase	.17
Curtains	.17
Table lamp	.75
Curtain rods	.30
Dining room table	.22
Dining room chairs	.23
PARENTS' BED ROOM	
Curtains	.07
Clothes closet	.93
Table lamp	.70
Dresser	.68
Dresser scarf	.13
Dresser chair	.20
Table	.15
Table cover	.11
Rug	.15
Bed spread	1.05
Chair	.06
Pictures	.03
Bed (loaned)	
Mirror (loaned)	
CHILDREN'S BED ROOM	
Baby's crib	.50
Crib mattress	.30
Baby blanket	.46
Couch	1.60
Curtain rod	.10
Curtains	.07
Couch cover	.75
Clothes closet (shelves)	.42
Clothes closet	.49
Rag rug	.15
Pictures	.05
KITCHEN	
Kitchen curtains	.30
Kitchen table (enclosed)	1.67
Ice box	1.65
Work table	.12
Dish closet	.03
Stove (loaned)	
	$19.60

During the three weeks that the cottage was exhibited, one hundred fifty-four persons, as well as three hundred twenty school children, passed through. Most of the visitors were people connected with the plantation.

As an outgrowth of this project one of the Filipino girls in the class is helping two friends furnish their cottages with box furniture. Another member of the class has been given the responsibility of furnishing a rent cottage for her father.

A Leisure Time Project in a Home Economics Class

By

Edith Estarabadi

I teach home economics in a private school of about three hundred students. For some time one of the general school problems has been the noise and disorder during the noon hour between the morning and afternoon sessions. A great number of the pupils do not go home for their lunch and there has never been any organized program to take care of that time of day. There is a large outdoor and indoor gymnasium but during the long winter months these are not adequate for every need.

During this past year I worked out a project with the junior high school girls in Foods class that to some degree helped solve this problem. It correlated extremely well with their home economics; in fact it ostensibly was a product of that department. The idea grew out of pupil's interest in the source of our food supply. The project consisted of constructing a large relief map of the United States; then modeling from plasticine little food models and placing them in their proper places on the map.

We had constructed of thin ply board a box, 8x10 feet with a narrow three-inch edge standing up. If there is a workshop in the school the students no doubt could easily construct this themselves. The cost of the materials was two dollars. This we mounted on two horses so that it could be easily moved around.

Next the best artists in the group were elected by their classmates to outline with black crayon the United States upon this board surface. There was a great deal of "kibitzing" by the onlookers but the final result was an excellent outline although just a bit thin through the Mississippi Valley!

The next step was a messy one. But, oh the fun (for the children)! It was the making of the papier maché by tearing newspaper into very small pieces and letting them soak in water for at least 24 hours. Then press out the water and mix the paper with enough paste to make a rather sticky mess. This was used to fill in the outline with pats and squeezes. It gives an excellent surface just uneven enough to be realistic. Mountains of various heights, valleys, lakes and rivers shaped themselves under the hands of enthusiastic and determined youngsters. By this time they were asking to be excused from their study periods so that they could work; but for the most part we kept it for noon hour and after school work.

When this papier maché had thoroughly dried the painting job began. The map was roughly divided into various levels—sea level, the plains, the low mountains and the rockies. Each level was painted a different color, shaded from a pale green through dark green, yellow and brown. These colors were decided upon by the students and many were the arguments until the final color scheme was chosen! We used a water color poster paint which goes on very smoothly and covers entirely all print. When this paint job was finished the map was really rather a professional looking affair and those from other classes and grades came up to look and comment, and some to beg for a pot of paint and a brush!

By this time I had large slabs of vari-colored plasticine on hand and the modeling of the foods began. Each girl took two states of her own choosing for which she was responsible. The ingenuity and results of this part of the project were amazing. Shrimps, oysters, bunches of asparagus tied with red string, baskets of eggs, sweet potatoes, strawberries that looked good enough to eat, yellow and green celery, cauliflower—everything you can think of. I must admit that some of the cows were weak in the legs but their makers solved that problem by having the cows sit down in the grass! Some of the lambs of Texas were the same approximate size as the cows of Montana but there was no doubt as to their species! The children were exceedingly critical of each other's sculpturing; the teacher was often the final arbiter of whether a hunk of plasticine looked like a potato or not! This was the time for tact and honest criticism.

When we first placed these models on the map we found that they were invariably moved around or disappeared entirely. It was the interested spectators who thought they were so "cute." Hence we decided to glue them fast which solved our problem. The finished product was an effective and interesting exhibit of the United States food supply. We now keep it as a permanent part of our exhibits, pointed to with pride by the little girls who made it.

We spent five months doing this, never using actual class time unless some student had finished her class work ahead of the others. She was then allowed to work on it. By questioning I found out that these girls had gained a comprehensive knowledge of where our food grows and why it grows in that particular section. I felt that we had killed two birds with one stone.

Association of Teachers of Domestic Subjects Annual Conference, 1934, London, England

By

D. M. Northcroft

Editor of "Housecraft"
London

THE Annual Conference of the Association of Teachers of Domestic Subjects (Great Britain), was held on June 2nd in the Great Hall, University College, London.

The morning session, on June 2nd, was presided over by Miss H. Reynard, M.A., Warden, King's College of Household and Social Science (University of London), and president of the Association for 1934.

Miss Reynard claimed that the main function of the Domestic Science expert was to preserve, or rather, create standards. Twenty or thirty years ago certain standards of living were accepted for the rich and quite another standard for the poor, or rather a graduated standard, sloping steeply downwards from the rich to the middle classes, to the artisan and the labourer. This position is no longer accepted and instead it was generally agreed that a proper standard for health and efficiency must be found, below which no one must fall. It is for the domestic science expert first to find that standard, and then to see it is attained, or enforced if necessary.

This is where the domestic science teacher, in the speaker's opinion, has kept too much in the background. She has never come forward and told people what ought to be done and that she was the person to do it. In every walk of life the world is full of people who tell us what ought to be done—bishops, politicians of all parties, economists, trade-unions, newspapers, business men, idealists, communists, visionaries of all kinds—but not the practical woman who deals with the things that are the foundation of life and knows all about them. The domestic science teacher knows what it costs to feed and to clothe a family, and all her life is occupied in teaching people how to live.

The main work of the domestic science expert, Miss Reynard continued, would probably always be teaching, and if the pupils really carried out what she could teach them if given the opportunity, the budget of millions of housewives would be so successful that the Chancellor of the Exchequer and the Minister of Health might find themselves in the shade!

There were other openings, however, which needed the special training and experience of the domestic science expert. The catering arrangements, for instance, of institutions run by national and municipal authorities—Poor Law Institutions, Home Office Schools, orphanages, asylums, hospitals and prisons—should always be in the hands of the domestic science experts, at specially high salaries, and however high the salary, it would pay from the national point of view. Other institutions, too, mainly self-supporting, such as schools, colleges, hostels, canteens, cafés, restaurants and hotels, equally required expert management. At present there were not nearly enough women qualified to do this work really well. The speaker more than suspected that in 95% of these institutions standards could be raised and yet money saved.

Other openings alluded to by Miss Reynard included the comparatively new profession in Great Britain of dietitian, of which she had great hopes. The dietitian needed to have a sound sicentific training, and be a good practical cook. At King's College of Household and Social Science, a post-graduate diploma course in Dietetics has recently been instituted, to which University graduates in Science, Domestic Science Diplomées, and State Registered nurses are admitted.

In the United States of America, and in Canada, every hospital had a dietitian, and every large hospital a staff of dietitians. The American dietitian, Miss Reynard said, was generally the supervisor of all the food services of the hospital, so needed to be an experienced caterer, as well as a scientific expert in diets. In London at present, there were only about a dozen dietitians in all, of whom nine had been trained at King's College of Household and Social Science, and whose work consisted almost entirely in planning and cooking special diets. Miss Reynard believed that the future lay with the caterer-dietitian, who would control the entire food services of the hospital, with a junior assistant or staff of assistants to run the diet kitchen where there were numerous special diets to provide.

Domestic science experts, again, had for some years past been employed by gas and electrical companies to demonstrate apparatus, but Miss Reynard would like to see domestic science experts not only demonstrating apparatus, but with positions on the regular staff of these companies, helping to design and perfect the apparatus.

Miss Reynard concluded by saying she would like to see domestic science experts in every architect's and in every builder's office. Every now and again an architect who was building an institution kitchen consulted a domestic science expert about the lay-out, but he should have a consultant always at hand. Every municipal authority, too, should have a woman domestic expert as well as a city architect.

Sir John Brooke, C.B., Vice-Chairman, Electricity Commission, speaking on "Electricity's contribution to social progress," said the first great contribution of electricity was the dis-association of most modern types of industry from coal smoke, whilst the second contribution was a greater freedom offered in the placing and grouping of industrial units. Already the advent of electrical power to small towns enabled small local industries to continue to expand, or even to make a start. The new canning of English fruits and vegetables was based largely on local factories in the fruit areas, and every expansion to rural districts discovered quite unexpected uses to which small power could be applied. By the reduction of dirt, the improvement in internal design in lay-out of factories, and by assistance to town planning, electricity was removing the worst external features of the industrial revolution of the past century. The immense convenience, too, of electric power was an important factor in the substitution of mechanical for hand processes, which was so rapidly increasing output.

In domestic life, Sir John continued, the advent of electricity has inaugurated a revolution which may make a contribution to true wealth as important as the industrial revolution itself. For the first time in human history the housewife has at her disposal mechanical power in a form which is readily applicable to every household task. Whilst by no means ignoring the progress which in the last half century was made in lighting, cooking and heating by gas or by oil, with the consequent saving in labour, the new feature of electricity was that the same source of power could be used for lighting, for cooking and for heating, and in addition for the actual substitution of power-driven apparatus for manual labour.

The coming of the electrified house, Sir John prophesied, would release a large number of domestic workers, whether paid or unpaid, for wider opportunities to utilise life. Mechanisation in the home as in the factory would

(Continued on page 302)

This Modern Challenge!

Winnie Mae Cobb
A. L. Miller High School, Macon, Ga.

The Civitan Club of Macon, Georgia, sponsors an annual "Citizenship" essay contest in cooperation with Civitan International. The Bibb County Board of Education cooperates wholeheartedly with the Macon Civitan Club, the contest being compulsory in some courses in the local high schools. The head of the English department in each high school selects 15 or 20 of the best essays and submits them, identified by number only, to the essay contest committee of the Civitan Club, which selects the three winning essays.

This is the first year an essay has ever been written showing the value of home economics education in training for citizenship, and one of these essays won second prize. "This Modern Challenge" was written by Winnie Mae Cobb, senior at the A. L. Miller High School. Miss Cobb has served this year as president of the Home Economics Club and won the national club pin, an award made by the Miller Club for 1500 points —the highest award the club makes. In addition to this she has made the honor group every semester.

In a very short time I shall have completed a five years' course in home economics. During this time there have been drastic changes in the social and economic worlds. In keeping with these changing conditions, home economics has tried to vary its subject matter to meet various situations. Probably the greatest need today is for a higher type of citizenship. In accordance with this need, home economics is striving to promote good citizenship in the home through service and character development. Not only in the home, but also in the community, home economics is exerting its influence by linking the home and community together, and by instilling high ideals in future citizens. Of course, home economics education is only a single phase of general education. Yet isn't there some knowledge home economics has which will aid in forming that type of citizen necessary for personal and national stability?

Until recently, home economics was thought of as just sewing and cooking. Gradually this idea has been dispelled, until now it is an accepted fact that home economics has more to offer than the knowledge of how to make a dress or how to cook soft, fluffy biscuit. No one will deny that home economics must place emphasis on some skills. However, under the new interpretation, these skills are considered in terms of their human qualities, the way they affect attitudes and appreciations which lead directly to good citizenship.

"Service" is a factor which enters the life of everyone. This idea is incorporated in every part of home economics. How to be an asset instead of a liability is the intangible theme running through the entire home economics course.

Personality perhaps is the greatest single factor affecting the relations of citizens with each other. Home economics utilizes this knowledge through the study of character traits, which lead to the attainment of finer personalities through the optimum development of the individual.

Health plays a vital part in the lives of intelligent citizens. Broadly speaking, it is maximum harmony in living. Home economics not only emphasizes wholesome living, but it teaches methods of promoting and retaining it. This is done through a proper knowledge of food, nutrition, clothing, hygiene—personal, home and community, and disease prevention.

It is estimated that within a short time, seventy per cent of the waking time of working people will be free. The use to which this time is put will determine the type of citizen the person is. To some it may mean time for cultural and educational advantages. To others it means more time for rest and relaxation, and to still others, time for the pursuit of pleasures or hobbies. But no matter what the time is used for, there should result a distinct benefit both for the individual himself and the community at large.

Religion is a force in the development of the individual which home economics duly recognizes. Without it, no education can really accomplish its purpose. While religion is not taught in home economics classes, the students are referred to the churches and specialists in religion for guidance, and are urged to assume their responsibilities to their churches as an obligation of the good citizenship as well as for personality development.

Citizenship interpreted broadly is more than paying taxes and voting on election day, important as these services may be in the maintenance of public institutions and services. Real citizenship involves an intelligent interest and participation in community affairs. Home economics has been spoken of as a coordinator for the home and community. This is one of the stands it is taking under the leadership of home economists throughout the nation. The National and State Home Economics Associations are actively supporting the Pure Food and Drug Act and the Child Labor Amendment. In addition to this, home economics organizations cooperate with welfare and government organizations. Baskets of food are furnished to the poor through the Organized Service. Clothes are made and distributed through the Red Cross. World War veterans are also aided through this same organization.

What a community is depends upon what contributions the citizens make and how successfully these are pooled. In this respect, home economics is cooperating with the two foremost government projects, the N. R. A. and the C. W. A. Home economists are operating seventeen home making classes in Bibb County. Two nursery schools in which home economists are serving have been organized.

Recently, in a class composed of eighty principals and superintendents at the University of Iowa in which there were no home economists, twelve high school subjects were evaluated according to the "Seven Cardinal Principles of Education." Home economics had almost the highest possible score of good citizenship It ranked highest on four major qualities necessary for good citizenship. These were health, worthy home membership, the correct choice of a vocation, and the worthy use of leisure time.

This example is only one factor which aids in proving the statement made by President Woolley of Mt. Holyoke College. She says, "When home economics takes the stand which most of the leaders take today, when it ceases to be concerned primarily with techniques and turns its attentions to the spirit and purpose of family life, to the child as the central interest in the family and the care and training of children as the most vital function in the home, then it takes an attitude which has a very direct bearing on worthy home membership and a preparation for the highest type of citizenship." This is primarily the position that the recent interpretation of home economics is assuming. As individuals home economists can accomplish but little, but in union home economics has the knowledge and power to help face this modern challenge of training boys and girls for good citizenship. Of course the future of home economics can only be predicted, but in view of the present and past, hasn't this field of education proven that it forms a necessary part of the school curriculum in helping to solve the social and economic problems of today?

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A large number of magazine articles were also read. This list will be sent to anyone interested, as lack of space prevents printing it here.

The School Lunch

Work Plan for Student Service In the School Cafeteria

IN many school cafeterias some student help is used during the lunch period in one or more capacities and very often one of the biggest problems that confronts the inexperienced cafeteria manager is that of planning student services so that they function efficiently and without undue confusion. The most efficient way of utilizing student help, or any other kind for that matter, is to first make a careful job analysis indicating each individual's particular duties and where he is to be. This saves time, results in clear thinking for the director and the worker and does away with much of the confusion that is likely to result from the use of untrained help. The accompanying job analysis of student help is that used in the spring of 1934 in the E. C. Glass High School, Lynchburg, Virginia, and was furnished by Mr. E. C. Burmhaln, the cafeteria secretary and accountant in the "Summary and Comparative Statements of the E. C. Glass High School Cafeteria for 1933."

This particular high school has an enrollment of approximately 1025 and feeds from 500 to 600 students per day in the school cafeteria. There is a cafeteria supervisor, Mr. E. B. Isley, and a cafeteria director, Miss Sallie Haynie.

In the operation of the cafeteria about twenty students are employed on various duties from helping in the food preparation and serving to tending counters, acting as cashiers and as special messengers. In addition to the student help there are three colored women in the kitchen, a chief cook and two helpers, who do most of the cooking, and dish washing, all of the scrubbing, and some of the serving. They report for duty at nine in the morning and work until three in the afternoon.

Of necessity a job analysis must be prepared well ahead of the time the work is to start so that jobs can be assigned promptly and the smooth and efficient management of the cafeteria assured. It is hardly necessary to add that each worker should be fully appraised of his or her duties and be capable of performing them.

The accompanying analysis is for the general student service and the ice cream service. In making one for actual use, students by name would, of course, be assigned to number 1, 2, etc.

Job Analysis Sheet

Exhibit F Spring 1934

Ice Cream Student Service

1. Three boys serve block Ice Cream and keep ice cream frigidaire clean during serving periods. Carry trays from kitchen to ice cream counter between periods.

General Student Service*

1. Groups II & V, stands at boys line, replenishes cakes and buns. Wipes trays both recesses. Restores food and silver to the pantry. Replenishes napkins and sugar daily on teachers table.
2. Group II, Monday, Wednesday, Friday and both recesses, stands at boys window in kitchen. Scrapes dishes. Helps wash boys glasses in second recess and place on table.
3. Groups IV & V, help make tomato and lettuce sandwiches. Serves vegetables to boys and gathers girls dishes in girls room both recesses.
4. Group V, stands at girls line and replenishes food, makes extra sandwiches. Gathers food and restores to the pantry.
5. Groups V & VI, stands at girls side line and is runner to replenish food if needed from main line. Gathers dishes in girls room at both recesses. Group VI, fills napkin holders and sugar dishes in teachers room. Cleans plate glass display counters.
6. Groups I & V, helps make sandwiches, and helps generally. Group V, pours ginger ale. Helps place dishes in rack and lift into electric washing machine both recesses.
7. Group I & V, chops cabbage and celery, gets ingredients together for salads. Group V, stands on girls side line and replenishes. Washes girls glasses both recesses.
8. Groups IV & V general helper. Stands at boys side line and hands out straws. Stands at boys window both recesses, scrapes dishes and helps wash boys glasses in first recess.
9. Groups III & V, helps make sandwiches. Stands at boys line and replenishes sandwiches. Wipes china and replaces on counter for second recess. Wipes china last recess and placed in china closet.
10. Group V, pours cocoa and soup both recesses to boys and girls. Equalizes milk and cocoa on boys and girls side. Helps make extra sandwiches and restores food to the pantry.
11. Groups II & V, bags peanuts. Stands at boys line, replenishes pies, wipes silver both recesses and places on counter.

Note: Above students are to help keep supplies on counter, keep food properly arranged, keep window sills clear and clean, and give general information and service. Report any possible improvements for better results. The cafeteria is a place of business.

Cashiers

1. (Captain) Takes side register slips, when used, out of register and places on register for Principal's secretary. Boys' register attendant fixes payroll on Friday. Accept cash *only* (legal tender money) from students.
2. *Illegal receipts responsibility rests with the cashier of each respective register.* Particularly avoid slogged dimes and Canadian money.)
3. Petty cash or change is not rung up. Each register change should be put up by those counting daily receipts, properly labelled as to amount and for what register. I. *Boys' Register*: $4.00 (5 quarters, 15 dimes, 21 nickels, 20 pennies). II. *Girls' Register*: $4.75 (6 quarters, 18 dimes, 25 nickels, 20 pennies). III. *Girls' side line Register*: $2.70 (3 quarters, 10 dimes, 16 nickels, 15 pennies). IV. *Teachers' Register*: $1.55 (2 quarters, 5 dimes, 8 nickels, 15 pennies.) Total: $13.00.
4. Teachers Counter and Register. Each

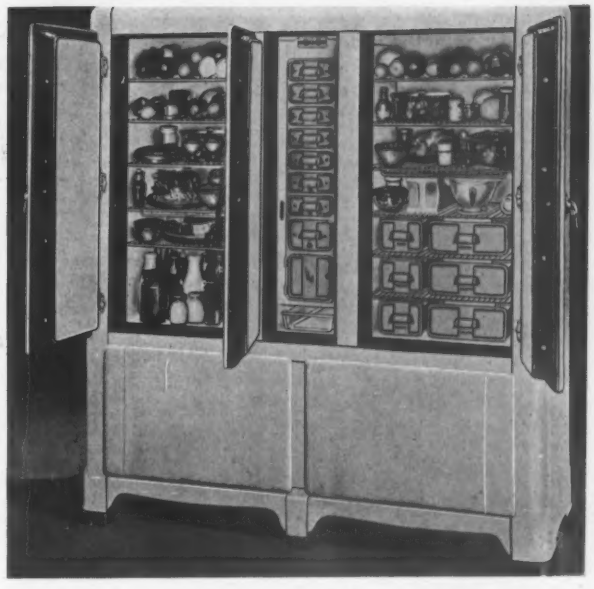
(Continued on page 306)

* Lunch served in six groups or periods with two recesses between groups.

Refrigeration In the Small School Cafeteria

By

Doris W. McCray



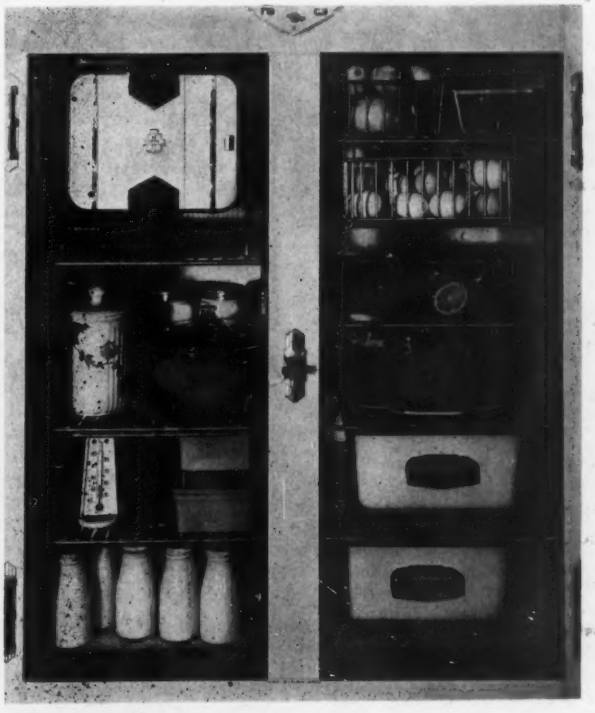
A view of a large refrigerator and below, a closeup of the food compartment of a smaller one.

There can be considerable loss on lettuce, fresh fruits and vegetables, when refrigeration is inadequate. Ample storage space may provide for buying at a more convenient time or in larger amounts.

The present tendency is to install small refrigerators, one at a time, as needed, and to locate them in convenient positions in the cafeteria kitchen. In case of interrupted service, all of the refrigeration facilities will not then be out of commission at the same time. A machine, no matter how well built, needs periodical servicing and lubricating by a competent service man.

New refrigerators offer new features, including automatic defrosting without interruption of adequate refrigeration. They have special devices for loosening the freezing trays; they freeze ice cubes more rapidly; they offer greater freedom from noise. The cabinets have seamless, one-piece stain resistant porcelain enamel lining, with rounded corners for easy cleaning.

In the selection of a refrigerator, one may become confused and overlook some important point. It is well, first of all, to make a survey of needs; list the number of quarts of milk which the refrigerator should accommodate, and the number of square inches of space which they occupy; in some refrigerators the amount of space allowed for tall bottles is inadequate. Half pint bottles of milk are placed on one of the coldest shelves, and present statistics show the amount of milk usually on hand, although the sale may be increased by offering the milk colder. Figure the number of dozens of eggs usually on hand. One illustration shows a three-compartment wire basket which is furnished with this particular refrigerator and makes a useful container for eggs. Figure the number of heads of lettuce and stalks of celery to be accommodated, also other salad materials which must be made crisp in a covered vegetable pan. The illustration shows two such large pans attached to the lower side of two shelves, standard equipment in the twelve foot box and adequate for the small cafeteria.



Other foods to be accommodated should be planned definitely, with knowledge of the amounts purchased advantageously. A revolving tray equipped with quart glass containers is a useful piece of ice box equipment.

Cellophane envelopes used for a cut lemon, for cheese, fish, cabbage, etc., prevent the dissemination of odors and contamination of the butter. A piece of parchment paper, moistened on one side in order to make it pliable, may be shaken free of excess water and used to wrap a head of cauliflower or piece of pastry dough. Batters and doughs may be held in the refrigerator satisfactorily at a temperature from 42 to 45 degrees F.

If you are not sure of the temperature in your refrigerator, test it with the refrigerator thermometer, or with a temperature recording device borrowed from a dealer. This latter is much more convincing as to the actual need of a new, more efficient refrigerator, since it records temperatures within the refrigerator when the door is closed.

If you are planning to buy a new refrigerator, it is a good idea to obtain from the manufacturer an outline of the specifications used in building the refrigerator. Use this to check up on the various makes before deciding on the kind which will best suit your needs. These specifications include such things as the height, width and depth in inches of the cabinet; the thickness of

the insulation; the inside dimensions of the cabinet; the storage capacity in cubic feet; distance between shelves; the materials used in the cabinet, the finish and the insulation, price, etc.

Some of the points mentioned in this list of specifications would require considerable engineering knowledge, to be judged accurately. However the person, familiar with refrigerator care and use, but unfamiliar with refrigerator building, would do well to choose the product of a reliable manufacturer who has local facilities for prompt servicing. The specification list is given with the idea that one may realize the many points of superiority and personal preference to be considered in making a choice of refrigerators. It is expensive to buy a cheap refrigerator. Good construction means low operating cost.

Rural School Lunches Helped by School Gardens

A well planned school garden, growing vegetables that can be used in the preparation of hot lunches in rural schools, will help bring down the price of the school lunch, add more variety to the foods that can be served and if the vegetables are canned, will make the preparation of winter meals simpler, points out Agnes Shaw in the August-September issue of the *Journal of Home Economics.* Miss Shaw teaches home economics in the Junior-Senior High School in Cabot, Vermont. In writing of this Miss Shaw says, "Probably many who are responsible for the school lunch in a rural school have felt the desire to have this part of their work more nearly meet the needs of the children, as well as have it more easily and more efficiently done. Our experiment with the school garden was started because of these needs, and was made possible by the cooperation of the agricultural and home economics departments. The plan does not solve all the perplexing problems of the school lunch, but it deserves the credit for solving many of them."

The aim of the project was first to lower the cost of the school lunch so that more children could avail themselves of it. Before the experiment was made the cost of the lunch for each child was four cents; the school garden vegetables lowered the price to three cents, which was a big item where there were three or four children in a family to have school lunches each day. Another objective was to help make the diet more nearly meet the health needs of the pupils; and a third to serve a lunch that was easy to prepare in a limited space and time.

Townspeople cooperated by giving some of the seeds and fertilizer, and loaning unused jars to can the vegetables as they ripened. Some of the surplus vegetables, such as string beans and early cabbage, were sold to get money to buy necessary supplies and equipment. Money was also obtained in this way to buy needed dishes for cooking and serving the lunches and provided a small surplus to start off another year. The children tended the garden during the spring and summer and so successful was the project that 93 quarts of string beans were canned, 15 quarts of Swiss chard, 60 quarts of corn and 20 quarts of tomato juice. A good supply of potatoes, beets, carrots, onions and parsnips were stored for winter use in the vegetable cellars of cooperative friends of the school. The produce thus provided makes it possible to serve potatoes and one other vegetable each noon.

Menus are planned for a week in advance, approved by Miss Shaw on Thursday of the preceding week and posted on the bulletin board on Friday. This enables the girls in the foods classes, who prepare the food, to plan their work well in advance and also lets the mothers know what foods to provide for lunches brought from home. A sample menu for a week is:

Monday: corn chowder and two crackers.

Tuesday: mashed potatoes and buttered string beans.

Wednesday: baked potato and creamed carrots.

Thursday: creamed potatoes and cabbage salad.

Friday: escalloped potatoes and buttered beets.

The project was successful from the health angle as the children learned to eat and like a variety of vegetables prepared in a variety of ways—vegetables that some of them said they did not like. Approximately 40 pupils a day were served with these lunches and they varied in age from those of primary school age to high school seniors.

The project could readily be applied to any rural community with equally good results.

Reminders For the Lunch Room Manager

By Daisy M. Stackhouse
Bedford, Ohio

1. Have foods that are easily prepared on Monday. For example, vegetable soup requires preparation the day before, so it will have the entire forenoon to cook.

2. Serve meat substitutes every Friday and on certain Wednesdays. Ask Catholic students to keep you posted on what Wednesdays you have to observe "meatless day."

3. Mix your colors! For instance, do not serve potato soup, cheese souffle, cornstarch pudding, grapefruit salad and macaroni and cheese all on the same day. Add a little tomato to as many soups as possible, not for taste, but for sales purposes. It sells better. A little green pepper added to corn increases the sales.

4. Friday is a good day to serve cream soups.

5. Avoid having two starchy foods or two protein food the same day. In other words follow your Hom Ec. rules for a balanced diet.

6. Avoid serving fruit salad and fruit jello the same day or any similar combinations.

7. Have something "filling" every day for main dish or vegetable.

8. Plan each day's menu so that it is fool proof, that is, so that no matter what kind of a lunch a pupil might select, be would still have a balanced one.

9. A meat dish can not be served more often than two or three times per week, nor a meat soup less frequently than twice or three times, if you expect to make your receipts equal your bills. Alternate two meat dishes and three meat soups one week and vice versa the next.

10. Always make your menus just before a meal! It is surprising what hunger can do to help plan meals. Ask your serving girls in to make suggestions of what they would like. You will be striking the average of students' preferences in this case.

11. Discard unpopular food dishes. Do not serve them. They are always served at a loss. If you are not sure of a food's popularity, try a small amount at first and gradually increase the amounts.

12. *You* taste each dish before it is presented to *your* public, so that you know it is seasoned fit for a king. Don't ask your pupils to eat something that does not appeal to you.

13. Muffins have a greater counter appeal served from the container to consumer. Try it.

14. Maraschino cherries may be bought whole and broken and each piece cut in four pieces. One fourth a cherry means a dessert or salad sold, yet if not used, it may mean one wasted.

15. Watch your garnishes and toppings. A larger sized gob of whipped cream or egg meringue sells better than a stingy spoonful. Warm cake or ginger bread topped lavishly with egg meringue (2 tablespoons of sugar to each white after it is beaten) sells much faster than a regular icing. It has more eye appeal.

Finally, you must resort to everything but sex appeal to tempt your public to part with its grimy pennies, so "Strut Your Stuff."

Plump, Tender Doughnuts

. . . yet only 1½¢ worth of ROYAL

FOR your next lesson on doughnuts, try this new and interesting variation.

Figure the approximate costs* of the principal ingredients for two dozen doughnuts, like this:

4 cups flour . . . . . 6¢
2 eggs . . . . . 6¢
1 cup sugar . . . . . 3¢
¼ cup butter . . . . . 3¢
1 cup sour milk . . . . . 3¢
4 tsps. **Royal Baking Powder . . . 1½¢**

Have your pupils note the small amount of baking powder needed—that it costs only 1½¢ to use Royal!

And this trifling sum insures perfect leavening *every time.*

As you know, foods made with Royal are unusually delicate in flavor and velvety in texture. That's why for sixty-five years Royal Baking Powder has been the choice of food experts and particular housewives everywhere!

Insist on Royal Baking Powder in your class work. Then you can be sure of successful demonstrations. And don't fail to point out to your pupils that there's no economy in using inferior baking powder. For fine home baking, it pays to use only the best—reliable Royal!

ROYAL *now sells at the lowest price in 17 years*

FREE COOK BOOK—Mail the coupon below for *free* copies of the famous Royal Cook Book to distribute to your pupils. Over 300 recipes and many helpful hints on baking!

ROYAL BAKING POWDER • PRODUCT OF STANDARD BRANDS INCORPORATED
Dept. 169, 691 Washington Street • New York City • New York
Please send me free_____copies of the Royal Cook Book for class use.

*Name*_____
*Address*_____
*City and State*_____
*Name of School*_____

*These costs, of course, vary according to locality.

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Association of Teachers of Domestic Subjects Meeting

(Continued from page 296)

tend towards standardisation of essentials, a tendency wholly good. These contributions to social progress, however, could only be made where electricity was available at a price competitive with other forms of power. Of the forty-five million people in this country, thirty-four million, he said, already had electricity available at 1d or under, and every year further districts were being brought into this standard.

Mrs. Barbara Wootton, M.A., J.P., the well-known economist, speaking on "Popular Economic Fallacies," defined an economist as one who thought the next thing after the obvious, and who considered the day after tomorrow. She then described certain widespread fallacies which were now influencing the public mind. It was maintained that the causes of all our ills at the present day was the evolution of mechanical energy, which produced goods more rapidly than people could consume them. This view that electric and motor power caused unwanted goods to be created was an absolute fallacy. It was part of a whole body of strange beliefs which were very dangerous and yet widely accepted; and had been admirably summed up in the dictum, that "Everybody's work makes everybody else poorer"! The present world problems did not arise from over-production by machines. The capacity of human needs so far had never been fully supplied.

A second widespread fallacy was to the effect that unemployment was due to the great developments in machinery. It was, of course, obvious that with the introduction of labour-saving machines human labour became displaced, but if one stopped there it would be flying in the face of the verdict of history. Machinery was undoubtedly in the long run beneficial for the whole community. The machine should be a cause of greater variety of interests, and higher standards of living, which would eventually replace the workers in other avenues of employment. Machines were only the first part of the story. The real problem was how to *organise* these machines so as to bring back people into employment. The machine was the creater, not destroyer of employment.

The idea that we were over-producing led to the further idea that this wealth of production must be restricted, as, for example, in America and on the Continent. In the U. S. A., part of the campaign of the "New Deal" consisted in trying to stop the bounty of Nature and the productivity of man. The Government paid the farmer not to produce more than a minimum. Land, in fact, had been rented from him to prevent him from growing anything upon it. The same thing was happening with agricultural products. The farmers were paid to destroy their cotton crops, so that at least a quarter of the crop was ploughed in, whilst, so inconsistent was the human mind, another part of the program was to employ hundreds of thousands of workers on research work into the causes of certain blights and diseases which afflicted agricultural crops. The real cause of the present distress was not productiveness, but a failure to organize this productiveness.

In the discussion which followed, Mrs. Wootton was asked how one could get at the real causes of the present economic situation, to which she replied that probably one main reason for the present breakdown lay in the finance system of the world. The power of consuming things depended upon the actual money available in the pockets of the purchasers. There was a lack of elasticity to organise the present monetary system, but a lot of work was being done upon this problem, and in time, no doubt, a system would be evolved which would serve humanity more effectually.

FOR *BEAUTIFUL* TEXTURE . . . TRY THIS

SOFT CUSTARD

2 cups Carnation Milk
1 cup boiling water
⅓ cup sugar
⅛ tsp. salt
2 eggs
1 tsp. vanilla
Dash of nutmeg

Beat eggs. Add sugar and salt and beat well, then add milk. Stir in the boiling water. Cook over boiling water, stirring frequently, until mixture coats spoon, about 5 minutes. Add vanilla and nutmeg. Serve warm or cold with whipped Carnation Topping. Yield: 6 servings.

(WHIPPED CARNATION TOPPING)

1 cup Carnation Milk
2 tbsp. lemon juice
Confectioner's sugar

Chill milk thoroughly. Whip until stiff. Add lemon juice and continue whipping to blend thoroughly. Sweeten to taste.

We don't know which recipe is most priceless, the custard with its velvety texture —which comes from Carnation Milk's broken-up cream globules—or the "whipped cream" topping—made possible by Carnation's double cream content. Together they show the superior results this *modern* milk gives to all cookery.

Send for the free Carnation Book of Recipes. Ask, too, for the Carnation Baby-Feeding Book telling why many specialists prescribe Carnation Milk for bottle-fed babies. Address Carnation Company, 897 Milwaukee Gas Light Bldg., Milwaukee, Wis.; 998 Stuart Bldg., Seattle, Wash.; or Toronto, Ont.

Carnation Milk *"From Contented Cows"*

IRRADIATED!

The Improved Carnation Milk —fine in flavor, creamy-light in color, smooth in consistency—irradiated for "Sunshine" Vitamin D.

Panni Perugini

(Continued from page 289)

The background weaves, the colors, the quality of the thread, and the decorative designs of two of the Mills College pieces definitely mark them as original Panni Perugini, while the third piece, made of a relatively coarse and heavy cotton yarn, is undoubtedly a modern reproduction. The latter is not lacking in interest, however, since it is an example of typical geometric design quite similar to that of a piece in the Rocchi Collection. A significant feature is the small, decorative borders that frame the large pattern which is usually a part of geometric designs. Typical also is the symmetrical face-to-face arrangement of the bird forms with pine trees between. The bird symbolizes wisdom and is found somewhere in almost all woven pieces, and the pine links present and future life since it reproduces in and by itself.

The piece of *Panni Ucelati,* or birdified linen, shown in the second illustration, is especially interesting in background and pattern. Its tapestry weave is characteristic of all the towels but there is frequently a skip of five or six warp threads where three is the conventional number. And the same is true of its twill weave. Then there are numerous mistakes in the pattern. Some are evidently mistakes of threading, such as having two or three threads where one belongs, and one surmises the worker was either a novice who had not yet perfected her weaving technique, or that a careless worker existed in Perugia in the twelfth or thirteenth century even as one finds them today sitting before modern looms.

The third picture is that of the largest towel in the collection. Nimble thirteenth century fingers threaded a loom with thirty-eight threads to the inch, and in the tapestry borders the same fingers wefted one hundred and twenty-five threads to an inch; the diamond twill background took only seventy-eight throws of the shuttle to make an inch of material.

The Perugian maiden or matron who dyed the cotton thread used in this towel dyed it after it had passed through the fingers that spun it because white color in the center is evident when a strand of blue thread is untwisted. Her workmanship was less than perfect too, for the thread is not evenly dyed, suggesting moments of relaxation from agitating the material in its dye bath. Perhaps an unexpected caller might have been the cause of her momentary defection in that distant day. Longer hours and harder work for these medieval artisans might have resulted in a perfectly colored thread and perfectly wrought warp and woof, but not in a more interesting bit of finished material to stir one's imagination seven hundred years later.

This towel must have expressed a great deal to the people who made and used it in that ancient time. The lion or king of beasts, seen in the top border, was to the Christian a symbol of Jesus Christ, the leader of the tribe of Judah; the stag, appearing in the large central border, symbolized life resurrection of the soul to the people of the Middle Ages; the gryphon, appearing in one of its twenty different Perugian forms, can almost be considered a trade mark; the dog which chases the hare in the two small borders that frame the large central motive symbolizes man's love for woman, and one may legitimately wonder if this towel was not a wedding gift to a medieval Perugian bride. The life-like quality of the animals represented is a characteristic feature of the work of thirteenth century artisans, as is the tendency to fill in small spaces between main designs with small dots of color. Medieval artists in other mediums, such as mental work and painting, never left free spaces between the main parts of their designs.

Before closing I may refer again to the modern reproductions of Panni Perugini. The originals show three

(Continued on page 306)

Economical.. Delicious HOME-MADE BREAD

No wonder you eat twice as much of it!

WHETHER economy be the watchword or appetizing quality be considered, good home-made bread ranks among the first of the daily items of food.

In order to merit this distinction bread should possess these qualifications: 1. Symmetrical form; 2. Uniform golden brown color; 3. Smooth, crisp crust; 4. Elastic, fine-grained crumb; 5. Fragrant, appetizing odor; 6, Delicious, nutty flavor.

Yeast Foam and Magic Yeast bring about a very *thorough* leavening of dough. It is this which assures the superior flavor, fragrance and texture of bread made with these yeasts. And it is all so easy, too.

Our booklet, "The Art of Making Bread", tells with words and pictures what to do to insure success. We shall be glad to send to teachers, upon request, sufficient copies of this booklet for the individual use of their pupils in cookery.

We can also supply, for the use of teachers, an Outline of a Course in Bread Making, and a Bread Lesson Wall Chart. Write today for this helpful material.

NORTHWESTERN YEAST COMPANY
1752 North Ashland Avenue
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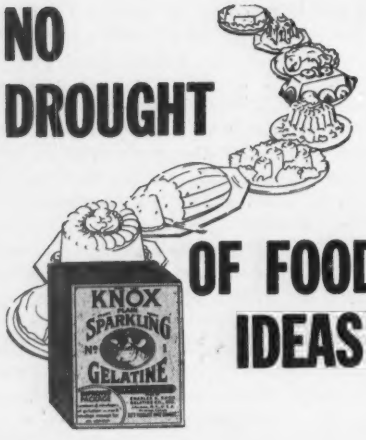
NO DROUGHT OF FOOD IDEAS!



Fluctuating food prices may tax the resourcefulness of Home Economics teachers—but not when they have Knox Sparkling Gelatine as a ready kitchen aid. Knox helps to make attractive dishes out of the plainest, simplest food—it helps to create variety with limited foods—and it helps to keep the school budget in check. Being plain, it contains no "factory-flavoring", sugar or artificial coloring. Being economical, a package makes four different dishes, 6 servings each. Your class will enjoy finding new dishes with Knox Gelatine. Try

APPLE SPONGE PUDDING

(6 Servings—uses only ¼ package)

1 envelope Knox Sparkling Gelatine
¼ cup cold water
⅓ cup sugar
¼ teaspoonful grated lemon rind
½ cup boiling water
2 tablespoonfuls lemon juice
1½ cups strained apple sauce
2 eggs
¼ teaspoonful salt

Mix together boiling water, apple sauce, sugar, salt, lemon rind and beaten egg yolks, and cook over boiling water until mixture thickens slightly. (Less sugar will be needed if apple sauce has been sweetened.) Remove from fire. Pour cold water in bowl and sprinkle gelatine on top of water. Add to hot mixture, stir until dissolved, and add lemon juice. Cool until it begins to thicken, fold in stiffly beaten egg whites and turn into mold that has been rinsed in cold water. Chill, and when firm, unmold. Garnish with cooked apple quarters or with orange marmalade and nut meats. Serve with whipped cream or whipped evaporated milk, or a custard sauce. A little ginger or the small red cinnamon candies may be cooked with the apple pulp.

NOTE: Home Economics teachers may have enough Knox Gelatine and literature for use in their classes if they will write on school stationery, stating quantity needed and when wanted.

KNOX *is the real* **GELATINE**

KNOX GELATINE,
114 Knox Ave., Johnstown, N. Y.

Please send me FREE the new valuable recipe books, "Desserts, Salads, Candies, and Frozen Dishes" and "Food Economy".

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New Books and Pamphlets

Homemaking Education in the High School, by Maude Williamson and Mary S. Lyle. Appleton-Century Company, New York, 1934. $2.50.

A well planned college text book on homemaking education designed to meet the needs of teacher-trainers, of prospective homemaking teachers and inexperienced teachers. The authors have had wide experience in training teachers for homemaking in high schools and have felt the need for an authoritative text book for this grade of work.

Starting with a discussion of the successful teacher of home economics and her characteristics, the book points the personal traits and qualifications that have been selected as necessary for success in teaching and suggests ways of acquiring them. The first three chapters are recommended by this reviewer as good reading for all home economics teachers! There is also an excellent chapter on the philosophy of present day home economics.

The problem method of approach to teaching has long been advocated by the authors and they have explained this clearly and used it throughout the book. Types of lessons are discussed, problems given at the end of the chapters, and an evaluation made of the various methods of measuring the results of teaching. Further help for the new teacher is found in the chapter on "The Business of the Department" and on "Rooms and Equipment." Adult training is not forgotten, and the teacher's responsibilities to the community in which she lives and is teaching are pointed out in a friendly and convincing manner.

The book is one of the Century Vocational Series which has Mrs. Mildred Weigley Wood as associate editor for Home Economics.

The Anatomy of Dessert, with a Few Notes on Wine, by Edward A. Bunyard. E. P. Dutton & Co., New York, 1934. $2.00.

A rather amusing book devoted to a discussion of fruit as dessert, with, as the author points out "a few notes on wine." It is written by an Englishman who admits to never having been in America and most of the fruits are varieties that are not entirely familiar to most of us. It abounds with classical and historical allusions that are interesting, and the book is written in a light and amusing style. Good as a pleasant addition to the teacher's library especially if she is fond of collecting different types of cookery books, or those dealing with foods.

Kitchen Utensils, bulletin No. 7 of Better Buymanship Series, published by Household Finance Corporation, Chicago.

Discusses the various materials used in making present day kitchen utensils, their characteristics and the advantages and disadvantages of each. Gives information on sizes, shapes and construction with the reasons for them for kitchen utensils and cutlery. An excellent bullettin for use in home economics classes of any grade from junior high school up.

Furs, bulletin No. 8 in the same series on Better Buymanship. Describes first furs in general with suggestions on selecting a furrier if you wish to buy a fur garment, methods of merchandising, and selection and quality. The construction of a fur coat is explained and then the steps in the process of manufacture from the fur peltries to the finished garment. The various kinds of furs are listed and described classified into inexpensive, moderate priced and expensive groups. A few pages are given over to the discussion of the care and cleaning of furs. An excellent bulletin for high school and college classes.

Food Preparation for 4-H Clubs, the second revision of Club Bulletin No. 15, published by Michigan State College, Extension Division, April 1934.

This is for first and second years clubs and covers the teaching of selection of food for health, methods of preparation and serving of meals. The text is in two parts with the lessons for each meeting given and home work suggested for both the junior and senior members of the club. Good illustrations add interest, and the recipes are planned to meet the needs of the different groups.

The Diet of Texas School Children, Bulletin No. 489 published by the Division of Rural Research, Texas Agricultural and Mechanical College.

The bulletin comprises a study made by Jessie Witacre of a comparison of the seasonal, regional and racial aspects of the diet of Texas school children. The children included in the study were from three race groups—Mexican, white and negro—in three widely differing agricultural regions of Texas, and were divided roughly as follows: 4,258 white children, 1,350 negroes, and 482 Mexicans. The bulletin offers an interesting study for comparison with studies made in other sections.

(Continued on page 306)

To *benefit* from food we must *enjoy* it!

And to enjoy food, it must be properly seasoned.

Leading dieticians and physiologists agree on the vital importance which seasoning plays in stimulating the digestive juices so that better assimilation results. Because Lea & Perrins Sauce enhances the *natural* flavor of foods, it helps give taste-variety and prevents unappetizing sameness.

To home economics teachers and lecturers, we will be glad to send 50-page cook book and leaflets with tempting new recipes and suggestions for making every-day meals more appealing.

LET US SEND YOU FREE

1 full-sized bottle of Lea & Perrins Sauce for classroom or lecture use. 50-page recipe book—"Success in Seasoning". Recipe leaflets for class notebook use—in any quantity up to fifty. No obligation—just fill in the coupon.

LEA & PERRINS, INC., Dept. 1310, 241 West St., N. Y.

Please send me, free, the following: (Check the items you wish)

☐ Full-sized bottle Lea & Perrins.

☐ "Success In Seasoning" containing 140 recipes.

☐ (Fill in quantity desired) Recipe leaflets for class notebooks.

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Address .....

LEA & PERRINS SAUCE

THE ORIGINAL WORCESTERSHIRE

Now you can actually DRINK A BANANA

Banana Milk Shake nourishing, good for children and grown-ups

BANANA MILK SHAKE

Slice or break 1 fully ripe banana (yellow skin flecked with brown) into medium mesh wire strainer. Press through strainer with spoon. Add 1 cup cold milk and shake in a drink mixer or fruit jar. Serve cold. Makes 1 large glassful.

THE new Banana Milk Shake is the talk of the town! Demonstrated at the Home Economics Association convention. Especially popular with children—even those who do not care for milk like Banana Milk Shake. Made with fully ripe bananas and milk, it furnishes quickly available energy.

Introduce Banana Milk Shake to your classes. It has a real nutrition story.

P. H. E. 10-34

SEND FOR FREE TESTED RECIPES— *New Banana Drinks*

FRUIT DISPATCH CO.
Home Economics Dept.
Pier 3, North River
New York City

Please send free card of Banana Drink recipes with methods of making.

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KRE-MEL DESSERT

for use in

SCHOOL CAFETERIAS— LUNCHROOMS— COOKING CLASSES HOME DEMONSTRATIONS etc.

IS

easy to prepare—delicious—wholesome — nourishing — economical — rich in energy-producing Dextrose. Children never tire of Kre-Mel.

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The makers of Kre-Mel Dessert also manufacture the following well-known products: KARO SYRUP—for table use and for Infant Feeding.

MAZOLA SALAD and COOKING OIL—for delicious salad dressings and tender fried foods.

ARGO, KINGSFORD'S or DURYEA'S CORN STARCH—for baking; also for sauces and gravies.

CORN PRODUCTS REFINING CO.
17 Battery Place New York City

Uses for the Educational Material Listed in September

Last year a great many of you asked for and received illustrative material listed in our September number. This year, because there are more of you, we expect a larger number of requests than ever. Naturally we are interested to know what you do with the material; what particular ways you have developed for using it to the best advantage, and what results you got from the use of it. Every teacher who writes us will receive a summarized report of the ways in which the service has been used. Your methods may be as helpful to another teacher as hers will be to you. Write us as soon as possible, addressing your letter to the Service Editor.

Correction

An error was made in the list of *Educational Material from Various Sources* in our September issue. Under listing number 347, The Butterick Company, page 264, item *e* was quoted at 25c, postage prepaid. The charge should be 15c, postage prepaid. Will you please make a note of this correction on your September issue?

Panni Perugini

(Continued from page 303)

types of weaving on one warp—first a fancy twill weave, either herring-bone or diamond twill, which forms the main background of the material; second, plain bands of tapestry weave in blue and white which form borders for the large decorative patterns; the third, the large decorative patterns which are built up on a plain weave ground by throwing two shots of decorative blue weft between basic white wefts. The modern towels in addition to having but one background weave, often display such colors as brown, green and red, and have many borders close together giving somewhat the effect of an all-over pattern in contrast to the old towels which show a series of distinct border designs.

Two of the most distinguishing features of modern reproductions are the use of but one background weave, and the use of cotton warp. The reproductions are, however, always typically Perugian in design, and often in color. The elephant and scottie replacing the griffin, and peculiar sea monsters replacing the centaurs, are others touches of modernism frequently encountered.

New Pamphlets

(Continued from page 304)

"Programs of Guidance," Bulletin No. 17, 1932, Monograph No. 14. U. S. Department of the Interior, Office of Education, Washington, D. C. 10c.

Programs of guidance in the high schools of the country analysed and reported on, with special studies being made of a few school systems.

"The Home Project in Homemaking Education," Bulletin No. 170, Home Economics series No. 16. The Federal Board for Vocational Education, Washington, D. C. 15c.

A report on the place, function, and value of the home project in the vocational program, as revealed in a study made under the auspices of this board.

Vitamin A. Content of Foods and Feeds." Texas Agricultural Experiment Station, College Station, Brazos County, Texas. Bulletin No. 477.

Report of chemical analyses of most foods for Vitamin A content.

Home Economics Objectives from Studies of Home Life, by Harry Harap, and Helen Grosmehr. Curriculum Laboratory, Western Reserve University, Cleveland, Ohio. Bulletin 32. 25c.

Report of a careful study of twenty-one studies of home life as appearing in doctoral theses, magazine articles, etc., with a view to determining objectives to be attained through work in the various fields of home economics. The lists are orderly and extensive.

Student Aid in the Cafeteria

(Continued from page 298)

cashier counts his register change daily and places same in his particular register himself. Boys' register attendant rechecks all four registers daily before business hours to make certain that no money has been rung up since the clearance of registers by the Principal's secretary of the day before. Cashiers are on duty five minutes before lines form.

Special Aids

1. Special messenger 7th period.
2. Teller (6th period.) (Collects mail and invoices for Cafeteria Director and Accountant fourth period.)
3. (Principal's Secretary's Assistant. Records and takes figures out of the four National Cash Registers beginning sixth period and reports same to tellers in Athletic Office at beginning of sixth period. Daily cash Receipts Reports should be made in ink.
4. Supervisor Boys' Lunch periods.

Note: In case of absence be sure to notify the Cafeteria Director immediately in the morning through the office by telephone or by fellow students.

WE ARE ALWAYS WORKING

A corner of the Kellogg Testing Kitchen . . . using Corn Flakes instead of bread crumbs for fish

ON NEW IDEAS

Our Home Economics Department maintains a Diet and Recipe Service, which offers you practical aids in cooking and nutrition. The Kellogg Cottage provides a scientific kitchen with the latest culinary devices for testing recipes of every kind.

This model kitchen serves as a practical laboratory for our staff of home economists. Here recipes are checked, new dishes created, new uses for cereals developed.

The perfected cooking suggestions are distributed in printed form to thousands of housewives, dietitians, chefs, and home economics teachers.

Our Home Economics Department offers you the leading specialists on cereals in the nation. They will be glad to help you. Write *Home Economics Department,* Kellogg Company, Battle Creek, Michigan.

NO DOUBT many little patients would like to "tip off" the doctor beforehand. Milk can become so monotonous—the sameness of taste—the sameness of color.

Cocomalt mixed with milk is quite another story! Children adore its creamy chocolate flavor. And prepared as directed, it adds 70% more caloric value to milk. It provides *extra* proteins, carbohydrates, minerals (calcium and phosphorus)—plus Vitamin-D for proper utilization of the calcium and phosphorus. Licensed by the Wisconsin University Alumni Research Foundation.

Cocomalt comes in powder form, easy to mix with milk—delicious HOT or COLD. Sold at grocery and good drug stores in ½-lb. and 1-lb. air-tight cans. Available also in 5-lb. cans for hospital use, at a special price.

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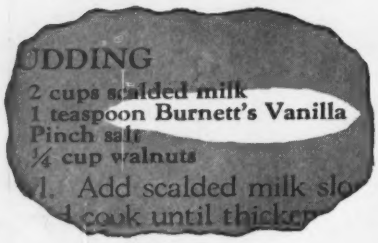

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Finnish Home Customs

(Continued from page 293)

With his front to south directed,
And his tail extending northward,
Then 'tis time for thee to rouse thee
From the side of thy young husband,
Leaving him asleep and ruddy,
Fire to seek among the ashes
Seeking for a spark in firebox,
Blowing then the fire discreetly,
That from carelessness it spread not."

Once the fire was started, the bride was expected to feed the livestock. "Gently give the cows their fodder,
Give the sheep their food in quiet,
Spread it straight before the cattle,
Drink unto the calves so helpless,
To the foals give straw well chosen,
To the lambkins hay the softest,
See that on the swine thou tread'st not,
Nor the hogs with foot thou spurnest,
Take thou to the swine the food trough,
Set before the hogs the food tray."

But even in the cowshed the young wife was warned not to loiter. After feeding the animals she was to return home "like a blizzard" in order to tend the crying baby and sweep the floor. Nor must she ignore caring for her sister-in-law's baby, should she find it lying in her way.

"If you see a child there lying,
Though thy sister-in-law's the infant,
Up upon the bench then lift it,
Wash its eyes, and smooth its hair down,
Put some bread into its handies,
And upon the bread spread butter,
But if bread perchance be wanting,
Put a chip into its handies."

Putting the house to rights and getting the day's work under way was no light task in early times.

"Then the tables must be scoured,
At the week-end at the latest;
Wash them, and the sides remember,
Lest the legs be not forgotten;
Then the benches wash with water,
Sweep thou too the walls to cleanness,
And the boards of all the benches,
And the walls with all their corners.
If there's dust upon the tables,
Or there's dust upon the windows,
Dust them carefully with feathers,
Wipe them with a wetted duster,
That the dust should not be scattered,
Nor should settle on the ceiling.
From the stove scrape all the rust off,
From the ceiling wipe the soot off,
And the ceiling props remember,
Nor should'st thou forget the rafters,
That the house be all in order,
And a fitting place to live in."

Nor was this all. When her husband returned from the fields, the young wife was to meet him with water basin and towel and greet him with words of fond affection. When her mother-in-law came from the storehouse she, too was to be met and her burdens borne to the house. There was grain to be pounded, water to be fetched and dough to be kneaded. Then logs had to be carried into the bakehouse, the oven heated, the loaves and cakes baked and the dishes washed. The instructions for dish washing are especially entertaining:

"When you go to wash the dishes,
And the pots and pans to scour,
Wash the jugs and wash the handles,
And the rims of mugs for drinking,
Sides of cups with circumspection,
Handles of the spoons remembering,
Mind thou, too, the spoons and count them,
Look thou to the dishes also,
Lest the dogs should steal them from you,
Or the cats should take them from you,
Or the birds away should take them,
Or the children should upset them;
For the village swarms with children,
Many little heads thou findest,
Who might carry off the dishes
And the spoons about might scatter."

Any spare moments the housewife might have were filled in with brewing "the ale of barley," or with spinning and weaving. For the family had to be clothed with "thickest woolen garments" prepared "from a single fleece."

Hospitality was no less a part of the bride's duty in olden times than today. When a stranger appeared he was to be welcomed. He was to be fed and amused with conversation. And when he took his departure the stranger was to be accompanied as far as the house door, but no farther, lest the young husband become jealous!

In the evening the bride's father-in-law probably would want his bath and this duty was to be performed with all speed, lest the father-in-law should fancy, or the mother-in-law imagine the girl was "lying on the bath boards," or reclining her head on the bench. When the bath was ready, the bride should announce:

"O my father-in-law beloved,
Now the bath is fully ready,
Water brought, and likewise bath whisks,
All the boards are cleanly scoured.
Go and bathe thee at thy pleasure,
Wash thou there as it shall please thee,
I myself will mind the steaming,
Standing underneath the boarding."

Such was the daily routine of the Finnish bride of olden days. She was to watch her tongue when gossiping with strangers and should anyone ask:

"Does your mother-in-law give butter,
As at home your mother gave you?"

the bride must declare she gives it by the spoonful,

"Though 'twas only once in summer,
And another time in winter."

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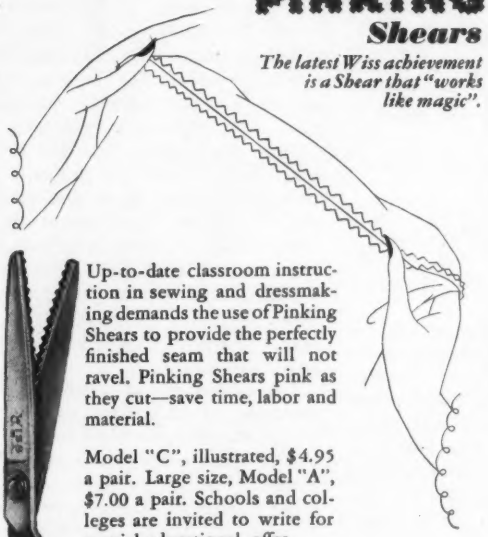

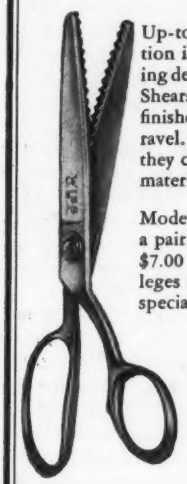

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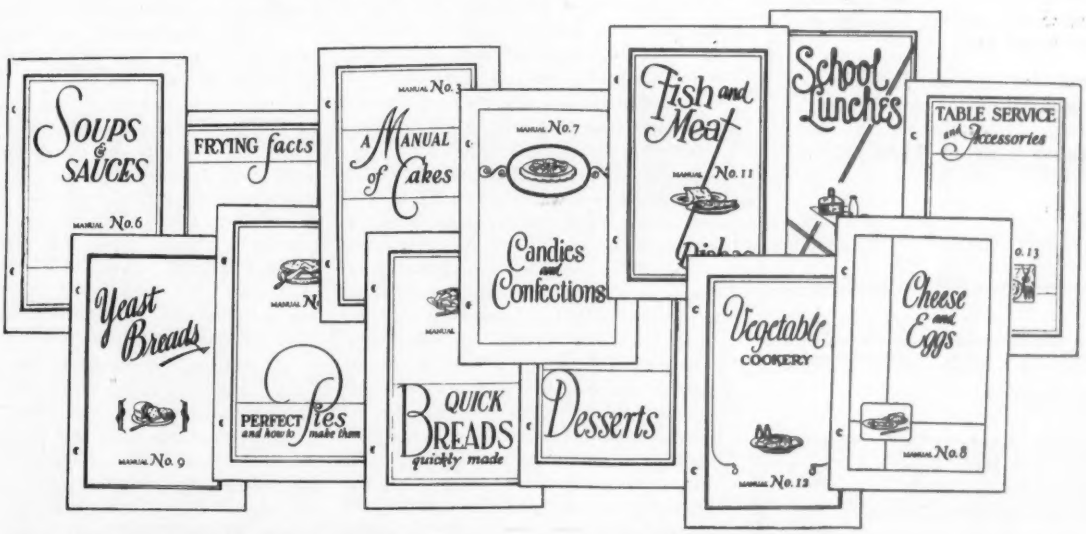

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Buying a Washing Machine

(Continued from page 292)

a. Electric pump for emptying tubs.
b. Hose for filling tub.
c. Finish—Enamel as being easiest to keep clean, and best in appearance. All exposed metal to be rust proof.
d. Housing of motor and all movable parts.
e. Cord holder.
f. Easily reached controls.
g. Marking of valves and controls.

4. *Servicing*: A point which is of vital importance:

A washer may continue in steady use for years without the slightest need for servicing—there is plenty of evidence to prove that many do, but, on the other hand, any piece of machinery, from an airplane to an egg beater, is liable to get out of order, or some piece of it to break or wear out. Then comes the need for speedy servicing. And this brings us to another point which must be considered, and that is

5. *Reliability of manufacturer.*

Unless we know that a manufacturer has been in business long enough to prove his reliability, and to feel assured that he is going to stay in business as long as our machine lasts, we are laying ourselves open to various trouble.

Buying by brand or name is a method sometimes criticized by those who would like to see the consumer educated to a point where he can buy intelligently by his own judgment and irrespective of maker's name or brand. But this, we contend, cannot always be done. Only a mechanic of special training could go into a store and tell by looking whether any piece of household equipment were built on lasting principles or not.

A woman can be shown how to distinguish cheap sleazy sheeting filled with starch and lumpy with knots, from a good quality of fabric; she can learn to tell the difference between cotton and linen; she can, possibly, tell when a piece of silk is loaded—but not always. But she can*not* tell whether a refrigerator or a stove is properly insulated. She could not tell whether it was insulated at all, and she has to take somebody's word as to what it is insulated with. She can learn, if she will, what makes the best insulation, but at that she probably would not know it if she met it in broad daylight.

It seems to us absurd, ridiculous and extremely bigoted to refuse to recognize the value of a name in which millions of dollars have been spent in establishing integrity. The farmer of even ordinary intelligence, when he goes to buy a reaper or mower, will not take any substitute for the name that has been a guarantee for such machinery for fifty years.

There may be very good stoves, refrigerators, and washing machines made by manufacturers whose names have yet to be heard, but they have got to get their names known before they can win the confidence of the wise consumer. It costs tremendous amounts of money to build up a name that in itself is a guarantee, and the products under such names are probably going to cost somewhat more than the product of unknown name, but in the long run, buying reliability is buying safety. Even the big mail order houses, which do sell a less expensive kind of equipment, have their own integrity to maintain, and when you buy from them you buy their name.

Let us first of all urge that in the purchase of any kind of household equipment the purchaser make a study of the subject before she purchases. A study of her own needs for size and type; a study of what conveniences and features are to be had whether she finally decides to include these or not. No purchase involving any sum of money should be made without deliberation and study. Visits to dealers of different kinds are part of such study. Consulting home economists who, themselves, should have made serious study of the subject, is a part; this article is part of such study. Advertisements are another. The advertising done by the largest, oldest and best known manufacturers can be depended upon not to make claims that are untrue. They would not long retain the integrity they have sought if they did. Then, "ask the woman who has one." Satisfied users are the best of advertisers. Her machine may not be the one that fits your needs, and so do not buy what another person has because she is satisfied, but investigate just the same. See what other types and kinds there are, and what their features, conveniences and claims are. Then, have thorough demonstrations of the types that make the strongest appeal. And then think it over. All this is by way of getting practical education in household management.

We have said nothing—at least practically nothing—about price. We have nothing to say about price. The amount of money one can pay, like his age and his income, remains his personal affair. All we have to say about the price is—try not to make it the first consideration. Do not lay down a hard and fast rule that you will spend so much and no more. Look into the future and to the long usage that you should have from the machine. Look into the conveniences that will save you time and energy. Make a little heavier sacrifice, if need be, at the outset, for the sake of greater economy to come.

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